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INTRODUCTION

This directory is a guide to the range of national statistical resources available relating to education and training activity in Australia. It is designed to assist users to identify publicly available data collections, related publications, and other data releases. Collections are surveys, censuses, or administrative by-product datasets from which data are made publicly available. Related publications are relevant published compendiums or analytical reports which may use multiple collections as their source.

The directory covers all recent national ABS statistical collections which have education and training as a direct focus. It also includes a range of other national ABS data collections where the primary focus is not education and training, but which contain data relevant to education and training. Also included are national statistical collections and various publications or statistical series from non-ABS sources that analysts may find useful.

Each collection entry provides a description of the data collection including scope, frequency, methodology, selected data items and contact details for that collection. Details are also provided about publications and other data releases, which may include microdata files or special data cubes.

Further information about the ABS National Centre for Education and Training Statistics (NCETS) is available on the ABS Website, from the [NCETS Theme page](#).

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INTRODUCTION

This directory is a guide to the range of national statistical resources available relating to education and training activity in Australia. It is designed to assist users to identify publicly available data collections, related publications, and other data releases. Collections are surveys, censuses, or administrative by-product datasets from which data are made publicly available. Related publications are relevant published compendiums or analytical reports which may use multiple collections as their source.

The directory covers all recent national ABS statistical collections which have education and training as a direct focus. It also includes a range of other national ABS data collections where the primary focus is not education and training, but which contain data relevant to education and training. Also included are national statistical collections and various publications or statistical series from non-ABS sources that analysts may find useful.

Each collection entry provides a description of the data collection including scope, frequency, methodology, selected data items and contact details for that collection. Details are also provided about publications and other data releases, which may include microdata files or special data cubes.

Further information about the ABS National Centre for Education and Training Statistics (NCETS) is available on the ABS Website, from the [NCETS Theme page](#).

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Australian Bureau of Statistics

March 2009

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STATISTICAL COLLECTIONS

This group of entries describes details for all recent national ABS and non-ABS statistical collections which have education and training as a direct focus. It also includes a range of other national ABS and non-ABS data collections where the primary focus is not education and training, but which contain data relevant to education and training. Statistical collections are surveys, censuses, or administrative by-product data sets from which data are made publicly available.

Each collection entry provides a description of the data collection including scope, frequency, methodology, selected data items and contact details for that collection. Details are also provided about publications, and other data releases which may include microdata or special data cubes.

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ADULT LEARNING SURVEY

CONTACT

National Centre for Education and Training Statistics
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 7198

DESCRIPTION

The Adult Learning Survey (ALS) measured 3 categories of learning: formal, non-formal (e.g. work related) and informal (e.g. reading manuals) learning. Details were also collected on main fields of study, learning opportunities available, and obstacles to learning that have been experienced. Socio-demographic information such as educational qualifications, labour force status and personal and household income were also collected.

The European international Adult Education Survey (AES) provided the model for the ALS. The AES was developed by Eurostat, and conducted in European countries in 2006. The AES questions were adapted to suit Australian conditions.

Further information on the AES project is available on the [Eurostat website](#), by searching on the terms 'AES'

or 'adult education survey'. Information available includes the Eurostat Task Force report on the AES (Eurostat product code KS-CC-05-005), and the Classification of Learning Activities developed by Eurostat (Eurostat product code KS-BF-06-002).

Scope

The ALS was conducted in both urban and rural areas in all states and territories, except for very remote parts of Australia for persons aged 25 to 64 years. Persons excluded from the survey were:

- members of the permanent defence forces
- certain diplomatic personnel of overseas governments, customarily excluded from census and estimated populations
- overseas residents in Australia
- members of non-Australian defence forces (and their dependants)
- people living in private dwellings in very remote parts of Australia
- people living in non-private dwellings such as hotels, university residences, students at boarding schools, patients in hospitals, residents of homes (e.g. retirement homes, for persons with disabilities), and inmates of prisons.

Reference Period

The survey was conducted between July 2006 and June 2007.

Frequency of Collection

There are currently no plans to repeat this survey.

Method of collection

The Adult Learning Survey was conducted as part of the 2006–07 Multi-Purpose Household Survey (MPHS), which is conducted throughout Australia as a supplement to the monthly Labour Force Survey (LFS). After the LFS had been fully completed for each in-scope person, a randomly selected person aged 25-64 years was asked the additional MPHS questions in a personal interview. Data were collected using Computer Assisted Interviewing (CAI), whereby responses are recorded directly onto an electronic questionnaire in a notebook computer, generally during a telephone interview.

DISSEMINATION

Release schedule

The results of the 2006-07 ALLS were released in December 2007.

Publications

[Adult Learning, Australia, 2006–07](#) (ABS cat. no. 4229.0)

Geography

Data are available for Australia, states and territories, and capital city/balance of state (excluding territories).

Data Service

Enhanced versions of the publication tables are freely available as Excel data cubes from the 'Downloads' tab of [Adult Learning, Australia, 2006–07](#) (ABS cat. no. 4229.0). Customised data is also available on request; this is a charged service.

[Microdata: Multi-Purpose Household Survey, Expanded Confidentialised Unit Record File, 2007-08](#) (ABS cat. no. 4100.0.55.001)

DATA ITEMS

Demographic

State or territory of usual residence

Area of usual residence

Sex

Age

Indigenous status

Marital status

Relationship in household

Country of birth

Year of arrival in Australia

Educational Attainment

Level of highest educational attainment

Field of highest educational attainment

Level of highest non-school qualification

Field of highest non-school qualification

Highest year of school completed

Participation in education and training

Whether finished schooling in Australia

Field of study of highest qualification obtained

Adult Learning

Whether participated in formal learning

Number of formal courses participated in previous 12 months

Level of most recent formal course

Field of most recent formal course
Institution or organisation at which participated in most recent formal course
Main reason for participating in most recent formal course
Whether currently studying for most recent formal course
Whether participated in non-formal learning
Number of non-formal courses participated in previous 12 months
Type of most recent non-formal course
Main field of most recent non-formal course
Institution or organisation at which participated in most recent non-formal course
Whether most recent non-formal course participated in as distance or correspondence
Whether currently studying for most recent non-formal course
Whether participated in most recent non-formal course for a job-related reason
Main reason for participating in most recent non-formal course
Whether participated in informal learning
Type of informal learning participated in
Whether wanted to participate in formal or non-formal learning
All reasons for not participating in formal or non-formal learning
Main reason for not participating in formal or non-formal learning
Whether wanted to participate in more formal or non-formal learning
All reasons for not participating in more formal or non-formal learning
Main reason for not participating in more formal or non-formal learning
All reasons for not wanting to participate in formal or non-formal learning
Main reason for not wanting to participate in formal or non-formal learning
Difficulties undertaking formal or non-formal learning
Whether looked for learning opportunities
All sources of learning opportunities found

Historical Data

This survey was first conducted in 2006–07.

Selected questions from an adult education and training topic in a 1995 ABS survey were also included. See the 'Adult Education and Training' topic in [Population Survey Monitor, May 1995](#) (ABS cat. no. 4103.0) for more information.

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ADULT LITERACY AND LIFE SKILLS SURVEY

CONTACT

National Centre for Education and Training Statistics
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 5936

DESCRIPTION

The Adult Literacy and Life Skills survey (ALLS) was conducted in Australia in 2006 as part of an international literacy study, coordinated by Statistics Canada and the Organisation for Economic Co-operation and Development (OECD). Its predecessor, the Survey of Aspects of Literacy (SAL) was conducted in 1996 as part of the International Adult Literacy Survey (IALS). The IALS, the world's first internationally comparable survey of adult literacy skills, was undertaken with three waves of data collection between 1994 and 1998. The ALLS allows for some comparison of 2006 literacy skill levels to those reported in 1996, and comparison of Australians' literacy skills with those of other countries.

In 2003, seven countries were involved in the first wave of ALLS: Bermuda, Canada, Italy, Mexico (state of Nuevo Leon), Norway, Switzerland, and the United States of America. The second wave of ALLS in 2006 included Australia, Hungary, the Netherlands, New Zealand, and South Korea.

The purpose of ALLS was to:

- assess the skills of adult Australians in prose and document literacy, numeracy, and problem solving;
- collect general participant information, including familiarity with information and communications technology; and
- determine the relationships of each of the assessed skills to participants' social and economic status.

The ALLS was designed to identify and measure literacy, which can be linked to the social and economic characteristics of people both across and within countries. The ALLS was jointly funded by the Australian Bureau of Statistics (ABS), the former Australian Government Department of Education, Science and Technology, and the former Australian Government Department of Employment and Workplace Relations (DEWR).

The ALLS survey provides information on knowledge and skills in five domains: prose literacy, document literacy, numeracy, problem solving and health literacy. Three domains were assessed in the 1996 SAL: prose literacy, document literacy, and quantitative literacy. The addition of problem-solving, and the expansion of quantitative literacy to the numeracy domain, provides extra dimensions to the assessment of adult skills. In addition, the 'health literacy' domain has been derived from responses to relevant textual material from the other four domains. A number of prose and document literacy tasks administered in the 1996 SAL have been retained for the 2006 ALLS to provide comparison of levels of literacy over time for these domains. Both SAL and ALLS measured skills in the official language, which in Australia is English.

Scope

The survey covered all persons aged 15-74 years who were usual residents of private dwellings, excluding overseas residents in Australia; certain diplomatic personnel of overseas governments; and members of non-Australian defence forces (and their dependants) stationed in Australia. It was conducted in both urban and rural areas in all states and territories, but excluded persons living in very remote areas of Australia.

Reference Period

The survey was conducted in the second half of 2006.

Frequency of Collection

This is an irregular survey. Its predecessor, the Survey of Aspects of Literacy, was conducted in 1996.

Method of Collection

The ALLS survey involved a random sample of private dwellings in which one person per dwelling participated in the survey. ABS interviewers conducted personal interviews at selected dwellings. Respondents were asked a series of questions to obtain background information of a socio-demographic nature, and information about their perceptions of their literacy and numeracy abilities, their literacy-related practices in daily life and at work, and about their use of different languages. After the interview was completed, the respondent was asked to participate in an objective assessment of their literacy skills. The assessment was based on a methodology developed by Statistics Canada and the Educational Testing Service (ETS, United States of

America), which was adapted for use in several countries. There were no time limits, and no assistance was allowed.

The first assessment, a core task booklet, contained six relatively simple literacy-related tasks. Respondents who completed three or more of these correctly, as assessed by the interviewer, were then given a much larger variety of tasks in a separate main task booklet. The tasks in the main booklet, which were more numerous and ranged in complexity and subject matter, were designed to provide an understanding of the literacy skills of the general adult population. Respondents were asked to use the textual materials provided in the booklet to complete a series of tasks.

DISSEMINATION

Release schedule

The first results of the 2006 ALLS, including state and territory tables, were released on 9 January 2008 (Reissue).

Publications

[Health Literacy, Australia, 2006](#) (ABS cat. no. 4233.0)

[Adult Literacy and Life Skills, Summary Results, Australia, 2006](#) (ABS cat. no. 4228.0)

[Adult Literacy and Life Skills, Australia: User Guide, Australia, 2006](#) (ABS cat. no. 4228.0.55.002)

[Research Paper: Experimental Estimates of Adult Literacy for Local Government Areas \(Methodology Advisory Committee\) June 2008](#) (ABS cat. no. 1352.0.55.094)

Data Service

[Adult Literacy and Life Skills Survey, Australia: Basic Confidentialised Unit Record File, 2006](#) (ABS cat. no. 4228.0.30.001)

[Adult Literacy and Life Skills Survey, Australia: Expanded Confidentialised Unit Record File, 2006](#) (ABS cat. no. 4228.0.30.002)

Additional data is freely available as data cubes, see [Adult Literacy and Life Skills, Summary Results, Australia, 2006](#) (ABS cat. no. 4228.0). Customised data is also available on request; this is a charged service.

Other information

In 2006 the ALLS assessed four types of skills in related domains. The methodology also permitted the derivation of the health literacy domain. Only two scales - prose and document literacy - have been defined and measured in the same manner as the 1996 SAL, and are therefore directly comparable. While the 2006 ALLS collected some items consistent with the 1996 SAL, a variety of new topics such as use of technologies, social capital and well-being have been introduced. The five scales available from the 2006 Australian ALLS are:

- Prose literacy – The knowledge and skills needed to understand and use various kinds of information from texts including editorials, news stories, brochures and instruction manuals.
- Document literacy – The knowledge and skills required to locate and use information contained in various formats, including job applications, payroll forms, transportation schedules, maps, tables and charts.
- Numeracy – The knowledge and skills required to effectively manage the mathematical demands of diverse situations. This definition is broader than in 1996, and involves more than the application of arithmetical skills to information embedded in printed materials, which was the 1996 focus. Numeracy in 2006, is not directly comparable with the quantitative scale used in 1996.
- Problem solving – Problem solving is goal-directed thinking action in situations for which no routine solution procedure is available. The understanding of the problem situation and its step-by-step transformation, based on planning and reasoning, constitute the process of problem solving.
- Health literacy – The knowledge and skills required to understand and use information relating to health issues such as alcohol and other drugs, disease prevention and treatment, safety and accident prevention, first aid, emergencies, and staying healthy.

Further information regarding the international ALLS can be found on the Statistics Canada website, www.statcan.gc.ca, by searching on 'adult literacy'. That websearch will also find the joint Statistics Canada and OECD publication, 'Learning a Living: First results of the Adult Literacy and Life Skills Survey', which presents detailed internationally comparable results for the seven first-wave ALLS countries. A further comparative report analysing the five second-wave countries, including Australia, is planned for 2008. A further comparative report *Literacy for Life: Further Results from the Adult Literacy and Life Skills Survey* analysing the five second-wave countries, including Australia, is planned for 2009.

DATA ITEMS

Demographic

State or territory of usual residence
 Area of usual residence
 Sex
 Age
 Marital status
 Relationship in household
 Country of birth
 Year of arrival in Australia

Current Labour force participation and employment activities in the last 12 months

Current labour force status
 Status in employment in current job
 Occupation of main job
 Industry of main job
 Hours (usually) worked
 Duration and other characteristics of unemployment
 Duration and other characteristics of underemployment

Educational Attainment

Highest year of school completed
Level of highest non-school qualification
Level of highest educational attainment
Years of formal education completed

Participation in learning

Participation in educational or training courses in the last 12 months
Participation in informal learning
Type of educational institution/organisation enrolled at for most recent qualification
Level of most recent educational qualification studied
Reasons for undertaking the course

Language and literacy

Language first spoken
Main language spoken at home
Proficiency in spoken English
Self-perception of current reading and writing skills in language first spoken
Self-perception of English reading, writing and mathematics skills needed for daily life
Assessed skill level - prose scale
Assessed skill level - document scale
Assessed skill level - numeracy
Assessed skill level - problem solving scale
Derived - Health Literacy

Parental information

Country of birth of parents or guardians
Level of highest educational qualification of parents or guardians
Occupation of parents or guardians

Use of technologies

Use of computers for various tasks
Use of the internet
Self-perception of computer skills

Other

Activities participated in as an unpaid volunteer
Self assessed health status
Personal income from wages, salary or self-employment
Personal income from all sources
Types of income from government sources

Historical Data

The first large-scale survey study of Australian adult literacy was the 1996 Survey of Aspects of Literacy (SAL). It was the predecessor to ALLS.

[Aspects of Literacy: Assessed Skill Levels, Australia, 1996](#) (ABS cat. no. 4228.0)

[Aspects of Literacy: Profiles and Perceptions, Australia, 1996](#) (ABS cat. no. 4226.0)

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INTERNATIONAL STUDENT ENROLMENTS

CONTACT

Statistical Officer

Australian Education International

Department of Education, Employment and Workplace Relations (DEEWR)

GPO Box 9880 Canberra City, ACT 2601

Telephone 1300 363079

Facsimile (02) 6240 7751

Website <http://www.aei.deewr.gov.au>

DESCRIPTION

Australian Education International (AEI) collects information about students from overseas countries studying in Australia and enrolments in Australian courses offshore. AEI provides monthly and yearly data on the number of enrolments of persons with student visas, for all sectors (Schools, Vocational Education, Higher Education) and English Language Intensive Courses for Overseas Students (ELICOS).

Scope

Only enrolments that represent students who have actually started studying in Australia on a student visa are counted. Country of birth is based on citizenship, rather than home residence.

AEI student enrolment data covers onshore international students studying on student visas only (visa subclasses 570 to 575). It does not include:

- overseas students on Australian funded scholarships or sponsorships, or students undertaking study while holding tourist or other temporary entry visas (or their dependents)
- New Zealand students (as they do not require a student visa to study in Australia).

Data do not represent the number of overseas students in Australia or the number of student visas issued. Instead the data count actual course enrolments. A student attending two different courses in the same reference period (for example ELICOS and Bachelor Degree) will have both enrolments counted. Students will be counted as enrolled in Australia even if they have left Australia temporarily, for example, during end of year holidays. Students are not recorded as enrolled in Australia if, for example, they are moving between institutions at the date of reporting and their new course details have yet to be entered by institutions.

Reference Period

Month, and calendar year.

Frequency of Collection

Monthly summary of daily activity reporting.

Method of Collection

Enrolment data is derived from the Commonwealth Provider Registration and International Student Management System (PRISMS) database. PRISMS data is being updated continuously, and DEEWR extracts these data monthly to produce monthly and yearly figures.

Data is initially uploaded into PRISMS by educational providers when an enrolment is offered to a prospective student before a visa is granted, and again when a student obtains and uses their visa to enter Australia and starts studying. The Department of Immigration and Citizenship (DIAC) updates PRISMS as students enter or leave Australia or change their visa or residence status. Providers also update PRISMS when students change courses or fail to comply with student visa requirements. PRISMS receives data electronically every night from DIAC as student visas are granted or cancelled and as students are recorded on DIAC systems as entering Australia. Only enrolments that represent students who have actually started studying in Australia are counted in AEI student enrolment data.

DISSEMINATION

Release schedule

Monthly summary of daily activity reporting; monthly data released about six weeks after the end of the reference month.

Publications

Monthly table sets and graphs, available in Acrobat '.pdf' format and as Excel 'pivot tables', are released as free downloads each month via the AEI web site. More detailed data are available on subscription to registered users.

Geography

Australia, states, and territories.

Data Service

Overview statistics and further information about more detailed data and access to AEI's Market Information Package are available on the AEI website.

DATA ITEMS

Enrolments for month
Year to date enrolments
Completions in month
Commencements for month
Year to date commencements
Region
Nationality
Sector
Level of study
Field of study
Provider type
State or territory
Government or non-government institution

Historical Data

Previously, the collection was known as the Overseas Student Statistics Collection (OSSC) and was first published in 1993. The OSSC initially focused primarily on international students who came to Australia on a student visa. Later, international students who used other forms of visas were also included. In 2002, there were significant changes in the methodology used for International Enrolments Data, causing a break in the time series. Data available from 2002 therefore is not strictly comparable with earlier data.

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LONGITUDINAL STUDY OF AUSTRALIAN CHILDREN

CONTACT

LSAC Project Manager
Australian Institute of Family Studies
Level 20, 485 La Trobe Street
Melbourne, Vic. 3000
Telephone 1800 352 275.
Email growingup@aifs.gov.au
Website <http://www.aifs.gov.au/growingup>

DESCRIPTION

Growing Up in Australia (The Longitudinal Study of Australian Children), gathers information about two cohorts of children at two-yearly intervals. The first cohort of 5000 children aged less than 12 months in 2003–04 will be followed until they reach 6 to 7 years of age, and the second cohort comprising 5000 children aged 4–5 years in 2003–04 will be followed until they reach 10 or 11 years of age. Data from the survey are being used to examine topical issues of social and family policy relevance and explore family and social issues relevant to children's development, and address a range of research questions about health, education, child-care, family functioning, child functioning and socio-demographics. Each wave of information-gathering

involves some psychometric assessment of children, related to language development.

Scope

The sample is broadly representative of all Australian children (citizens and permanent residents) in each of two selected age cohorts: children born between March 2003 and February 2004 (infants at the commencement of the study) and children born between March 1999 and February 2000 (children aged 4-5 years at the commencement of the study). Children in some remote parts of Australia were excluded.

While the child is the primary interest, respondents also include parents, child carers, preschool and school teachers, and the children themselves.

Frequency of Collection

This survey is longitudinal. Data are collected from the two cohorts every two years, until 2010, possibly beyond.

Method of collection

An initial sample was selected from the Health Insurance Commission's Medicare database. The primary data collection method for Wave 1 was a face-to-face interview with the child's main parent (Parent 1). Data collection also included two time-use dairies, to be completed by parents in respect of the child's activities, in two twenty-four hour periods. The interviewer also made some observations, and, if parental agreement was attained, a questionnaire was sent to a carer or teacher. Wave 1 data were collected by private social research companies.

Wave 2 and subsequent data collection are being undertaken by the Australian Bureau of Statistics. Data collection for Wave 2 was completed in early 2007 and Wave 3 data collection was completed in late 2008. Development is underway for the Wave 4 data collection, to take place over 2009–2010. The primary data collection method of a face-to-face interview with the child's main parent (Parent 1) will continue with self-completed forms for parents and teachers as before; and a computer assisted telephone interview (CATI) for the child's parent living elsewhere.

DISSEMINATION

Release schedule

Selected results of Wave 1 data collection were released in May 2005.

Selected results of Wave 2 data collection were included in the 2006–07 *Growing Up in Australia Annual Report*, which was released in June 2008.

Publications

Growing Up in Australia 2006–07 Annual Report Australian Institute of Family Studies, Melbourne
Growing Up in Australia 2005–06 Annual Report Australian Institute of Family Studies, Melbourne
Growing Up in Australia 2004 Annual Report Australian Institute of Family Studies, Melbourne
Growing Up in Australia (Newsletter) Australian Institute of Family Studies, Melbourne.

Further information about these and other publications is available on the Australian Institute of Family Studies website.

Geography

Data are available for Australia, states, and territories.

Data Service

Further information about confidentialised data sets, user support services, including a Data Users Guide, technical papers, and data dictionary are available on the study website, <http://www.aifs.gov.au/growingup>.

Other information

A television program, *Life at 3*, was screened on ABC TV in October 2008, drawing on the *Growing Up in Australia* study. It examined the factors that impact on the lives of a group of children and their families. More information is available at the AIFS website.

DATA ITEMS

Demographic

Family structure
Children: sex and age
Parents: sex and age
Parents' ethnic background: country of birth, language

Home education environment

Activities
Expectations about education
Parental involvement

Learning and cognitive outcomes

Approach to learning

Early language and communication

Language development

Numeracy development

Reading

Writing

Program characteristics

Education and care choices

School enjoyment

Time in care

Teaching practices

Historical Data

This longitudinal survey commenced in 2004.

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LONGITUDINAL SURVEY OF AUSTRALIAN YOUTH

CONTACT

Project Administrator

LSAY Branch

National Centre for Vocational Education Research (NCVER)

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DESCRIPTION

The Longitudinal Surveys of Australian Youth (LSAY) are a program of longitudinal surveys which provide information on the transitions of young people between education, training and work. The LSAY research program is managed by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR). The provision of analytical and reporting services is the current responsibility of the National Centre for Vocational Education Research (NCVER), in collaboration with the Australian National

University's Social Policy Evaluation, Analysis and Research Centre (SPEAR).

Annual surveys provide information on what young Australians are doing and how they manage the many transitions they make after school. By incorporating data from older longitudinal studies within the LSAY program, it is possible to compare the current cohorts' pathways and outcomes to older cohorts' when they were the same age. More detailed investigations look at the links between social characteristics, education and training, and employment. Issues investigated in the LSAY project include school achievement and school completion, participation in vocational and higher education, gaining and maintaining employment, and household and family formation.

The current program of LSAY work commenced in 1995. It follows two earlier programs of longitudinal studies in Australia: 'Youth in Transition' conducted by the Australian Council for Educational Research (ACER); and the 'Australian Youth Survey' (and its predecessor the Australian Longitudinal Survey) conducted by a predecessor department to DEEWR.

Scope

Each cohort is a representative sample. Currently there are four cohorts of young people in the study:

- a group who were in Year 9 in 1995 (Y95 cohort)
- a group who were in Year 9 in 1998 (Y98 cohort)
- a group who turned 15 years of age in 2003, and participated in the 2003 Programme for International Student Assessment (PISA) study (Y03 cohort)
- a group who turned 15 years of age in 2006, and participated in the 2006 PISA study (Y06 cohort)

In addition, LSAY incorporates data from the earlier 'Youth in Transition' and 'Australian Youth Survey' cohorts, and an extensive program of analysis and reporting based on data from all cohorts.

Frequency of Collection

The survey is longitudinal. Survey respondents are contacted annually.

Method of collection

The first cohort in the LSAY program comprised a nationally representative sample of over 13,000 Year 9 students. Reading and numeracy tests were administered to the students in their schools to provide information on school achievement for use in later analyses of educational and labour market participation. Students also completed a background questionnaire about their educational and vocational plans and attitudes to school. In 1996, these students provided information in response to a mailed questionnaire. Information was also obtained from their schools about the curriculum and school organisation. In 1997, this cohort was contacted in the first of the annual telephone surveys. A second Year 9 cohort comprising more than 14,000 students was selected in 1998. Telephone interviewing

of this cohort began in 2000. Beginning in 2003, a single questionnaire is being used for the telephone interviews with both the 1995 and the 1998 Year 9 cohorts.

A third LSAY cohort began in 2003. This cohort was selected from school students who participated in OECD PISA 2003. These 15 year olds undertook tests in reading, mathematical, scientific literacy and problem solving, and completed questionnaires about their background and plans for the future. They were also interviewed by telephone to provide additional information.

DISSEMINATION

Release Schedule

Data are provided annually to the Australian Social Science Data Archive (ASSDA) at the Australian National University. Research reports, technical papers and other materials are produced regularly each year.

Publications

Various publications, including research reports and technical papers, are available from the [LSAY](#) website.

Geography

Information is available for Australia, states and territories, and metropolitan/rural - except for Year 9 achievement scores which are available for Australia only. Other geographical levels for some data may be available, depending on confidentiality.

Data Service

Data are available in a form that does not permit the identification of individual sample members or participating schools. The data can be purchased from ASSDA in Statistical Package for Social Sciences (SPSS) format for a nominal charge. Further information is available from the [ASSDA website](#).

Customised tables are available from NCVER on request (fee applies).

DATA ITEMS

Over time the LSAY data collections from each cohort build up a range of data items on the social and educational backgrounds of young people, their participation in various forms of education, training and work, and their attitudes to education, work and life more generally. Not all of these data are collected each year, and the data collection changes somewhat in coverage as cohorts gradually get older, although there is a common core of data items. The longitudinal nature of the LSAY data collections means that new surveys are

closely linked to, comparable with, and build on, the previous surveys.

The common areas covered each year are as follows:

- Educational experiences (program, institution, type of enrolment, performance)
- Labour market experiences (employment, type of job, occupation, industry, earnings, job training, job history, job search activity)
- Non-work and education activities
- Health, living arrangements and financial support
- Attitudes and aspirations.

Historical Data

There are many reports available since the first results of the Y98 cohort. See the [LSAY](#) website for more details.

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SURVEY OF EDUCATION AND TRAINING

CONTACT

National Centre for Education and Training Statistics
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 7960

DESCRIPTION

The Survey of Education and Training (SET) is a 4-yearly household survey providing a comprehensive picture of participation, outcomes and access to education and training. Despite some variation in the content of the SET over successive surveys, essentially there are six areas which comprise the core content of the survey. These are:

- Participation in education - current and previous study
- Educational attainment - highest year of school completed and level and field of up to four non-school qualifications (most recent and three highest)
- Work-related training - with information on completion of up to four training courses
- Access to education and training - unmet demand and barriers to study and work-related training
- General and labour force information - including demographics, current employment details, employment history (last 12 months), Indigenous, migrant and disability status, and the characteristics of education or training providers.

Scope

The scope of the 2005 SET was persons aged 15 years and over, who were usual residents of private dwellings. The following groups were excluded:

- Persons living in very remote parts of Australia
- Certain diplomatic personnel of overseas governments
- Persons whose usual place of residence was outside Australia
- Persons living in 'special dwellings' – hotels, motels, hospitals etc
- Members of non-Australian defence forces
- Visitors to private dwellings.

The survey was conducted in both urban and rural areas in all states and territories, but excludes persons living in certain remote and sparsely settled parts of Australia.

Reference Period

The 2005 survey was conducted between May and August.

Frequency of Collection

Every four years. The next survey will be conducted in the first half of 2009.

Method of Collection

Information was collected during personal interviews conducted by trained interviewers who asked members of each household detailed questions about their participation in education and training and their educational and training experiences. Interviewers collected information using computer assisted interviewing (CAI), whereby responses are recorded directly onto an electronic questionnaire on a notebook computer. One person per household was asked, on behalf of the household, about access to a computer and the Internet in the home. In total, about 27,600 people responded fully, by personal interview to the survey. People aged 70+ years were only given a subset of the SET questionnaire.

DISSEMINATION

Release schedule

Results for the Survey of Education and Training, are generally available 12-18 months following the conduct of the survey. Results of the 2009 SET are expected in March 2010.

Publications

[Education and Training Experience, Australia, 2005](#) (ABS cat. no. 6278.0)

[Survey of Education and Training, Australia, Basic Confidentialised Unit Record File, Technical Manual,](#)

[2005](#) (ABS cat. no. 6278.0.55.001)

[Survey of Education and Training, Australia, Expanded Confidentialised Unit Record File, Technical Manual, 2005](#) (ABS cat. no. 6278.0.55.003)

Geography

Data are available for Australia, each state and territory, capital city/balance of state (excluding territories), and for the standard Labour Force Survey dissemination regions within each state.

Data service

[Survey of Education and Training, Australia, Basic Confidentialised Unit Record File, 2005](#) (ABS cat. no. 6278.0.55.002)

[Survey of Education and Training, Australia, Expanded Confidentialised Unit Record File, 2005](#) (ABS cat. no. 6278.0.55.004)

Confidentialised unit record files are also available for surveys conducted in 2001, 1997, 1993 and 1989. A set of publication tables for State, Territory and Australia can be downloaded free of charge from the ABS website. Additional data is freely available as data cubes, see [Education and Training Experience, Australia, 2005](#) (ABS cat. no. 6278.0). Customised data is also available on request; this is a charged service.

DATA ITEMS

General

Demographics (age, sex, marital status etc)
Indigenous status
Relationship in household
Children (age and number)
Ethnicity (country of birth, year of arrival, language)
Disability status
Computer access at home
SEIFA Indices

Labour Force

Current labour force status
Employment (status, full-time/part-time, occupation, industry, sector, weekly earnings etc)
Unemployment (duration, whether looking for work, steps taken etc)
Work history
Whether provides vocational education or training

Educational Attainment

Level of highest educational attainment
Main field of highest educational attainment

Age and year left school
Highest year of school completed
Main reason did not complete year 12

School Attendance

2005 and 2004 school attendance
2005 school study
Whether undertook TAFE subjects as part of secondary school
Reasons does not intend to complete secondary school
Factors affecting intention to complete secondary school
Whether received any study related government payments

Most Recent, Highest, Second and Third Highest Non-School Qualification Completed

Level and main field of qualification
Institution or organisation from which qualification obtained
Whether obtained in Australia
Year completed

Educational Participation

Level and main field of education of 2005 study

Non-School Study (2005, 2004 and continuing study)

Number of qualifications enrolled in
Level and main field of study
Whether in preferred field of study
Institution or organisation enrolled in
Whether in preferred institution or organisation
Purpose of study
Number of contact hours

Study not leading to a Qualification (2005, 2004)

Number of courses not leading to a qualification enrolled
Main field of study not leading to a qualification
Institution or organisation at which enrolled for study not leading to a qualification
All reasons for current year study not leading to a qualification
Main reason for current year study not leading to a qualification

Access to Education

Whether wanted to study in the last 12 months
Reasons did not study
Reasons did not want to study

Unmet Demand

Whether applied to enrol in 2001
Reason for unsuccessful application
Whether preferred field or institution

Work-related Training in the last 12 months

Training undertaken

On-the-job training activities (all training and main training)

Whether completed or still attending training course

Whether did both internal and external training courses

Number of training courses completed (details for 4 most recent courses)

Number of training courses completed while working (and as a wage or salary earner)

Number of internal training courses completed

Number of external training courses completed (completed while working/not working, supported/not supported by employer)

Number of training courses completed that incurred known costs

Most Recent Training Course (and up to 3 other courses)

Type

Whether completed while working

Field

Time spent

Participant costs

Provider type

Financial support

Whether held in work time

Whether for re-training, pay rise or promotion

Whether skills transferable

Whether improved job performance

Whether to obtain a job

Methods of course delivery

Occupation, industry, sector, size, full-time/part-time, leave entitlements at time of course

Some summary items are also available including total time spent on training and costs incurred

Access to Training Courses in the last 12 months

Whether wanted to do (more) training

Reasons did not do (more) training

Reason did not want to do (more) training

Participation in education and training

Whether wanted to study or train (more)

Income

Personal gross weekly income

Household gross weekly income

Equivalised household gross weekly income

Historical Data

Previous surveys of education and training were conducted in 2001, 1997, 1993 and 1989. In 2005, Computer Assisted Interviewing (CAI) methodology was introduced and the scope of the survey was increased to include all persons aged 15 years and over.

The 2001 survey included all persons aged 15 to 64 years, while the 1997 survey included people aged 15 to 64 years who:

- had worked as wage or salary earners in the previous 12 months
- were employed, unemployed or marginally attached to the labour force
- were aged 15 to 20 years and still at secondary school, and
- were not in the labour force but were studying, or had studied in 1997.

The scope of the 1993 survey excluded persons aged 15 to 20 years who were still at school and persons working as unpaid family helpers or solely for payment in kind. Included were people aged 15 to 64 who:

- had worked as wage or salary earners in the last 12 months
- at the time of the survey were employers, self-employed, unemployed or marginally attached to the labour force.

In 2001, the ABS Classification of Qualifications (ABSCQ) was replaced by the Australian Standard Classification of Education (ASCED). The ASCED is the current national standard classification which can be applied to all sectors of the Australian education system including schools, vocational education and training, and higher education. The ASCED comprises two classifications: Level of Education and Field of Education.

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SURVEY OF EDUCATION AND WORK

CONTACT

National Centre for Education and Training Statistics
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 5267

DESCRIPTION

The Survey of Education and Work (SEW) provides information on the educational experience of persons aged 15-64 years. Information collected includes participation in education in the previous year and in the survey month, educational attainment (level of highest non-school qualification), transition from education to work and selected characteristics of apprentices.

Scope

All persons aged 15-64 years, excluding the following:

- members of the permanent defence forces
- certain diplomatic personnel of overseas governments
- overseas residents in Australia

- members of non-Australian defence forces (and their dependants)
- persons permanently unable to work
- patients in hospitals, residents of homes, and inmates of prisons
- boarding school students (since 2005).

The survey is conducted in both urban and rural areas in all states and territories, but since 1997 excludes persons living in certain remote and sparsely settled parts of Australia. The exclusion of these persons only has a minor impact on any aggregate estimates that are produced for individual states and territories, with the exception of the Northern Territory.

Reference Period

May each year.

Frequency of Collection

Annual

Method of Collection

SEW is a supplementary survey to the monthly Labour Force Survey (LFS). The sample for SEW is restricted to no more than seven-eighths of the LFS sample and includes approximately 45,000 persons. Information is collected from a responsible adult on behalf of in-scope household members. Interviews are conducted over the telephone by trained interviewers. For further information see [Labour Force, Australia](#) (ABS cat. no. 6202.0).

DISSEMINATION

Release schedule

Data are collected in May each year and then published in December.

Publication

[Education and Work, Australia](#) (ABS cat. no. 6227.0)

[Technical Manual: Survey of Education and Work, Australia - Confidentialised Unit Record File, May 2007](#) (ABS cat. no. 6227.0.30.002)

Geography

Data are available for Australia, each state and territory, capital city/balance of state (excluding territories), and may be available for the standard Labour Force Survey dissemination regions within each state.

Data service

A confidentialised unit record file (CURF) is usually produced every 2 years, most frequently for 2007. [Survey of Education and Work, Australia - Confidentialised Unit Record File on CD-ROM](#), May 2007 (ABS cat. no. 6227.0.30.001)

Additional data is freely available as data cubes, see [Education and Work, Australia](#) (ABS cat. no. 6227.0). Customised data are also available on request; this is a charged service.

DATA ITEMS

Demographic

State or territory of usual residence
Area of usual residence
Region of usual residence
Sex
Age group
Indigenous status
Marital status
Relationship in household
Country of birth
Period of arrival in Australia

Education

Level of highest educational attainment
Level of highest non-school qualification
Highest year of school completed
Main field of highest educational attainment
Year completed highest non-school qualification
Number of non-school qualifications obtained

Labour force

Labour force status
Status in employment in current job
Occupation
Occupation of last job
Industry
Industry of last job
Duration of unemployment

Study arrangements in previous year

Whether attended an educational institution
Type of educational institution attended
Type of attendance
Level of education
Main field of education
Status of course of study undertaken

Current study arrangements

Whether attending an educational institution
Type of educational institution attending

Type of attendance (full-time/part-time)
Level of education
Main field of education
Type of school attending (government/non-government)

Starters

Level and main field of education of current study leading to a qualification
Persons who were not enrolled in a course of study leading to a qualification in the previous year and are currently enrolled in a course of study in the reference period

Leavers

Age at time of leaving full-time education
Year last attended an educational institution full-time
Time of leaving full-time education
Main reason left full-time tertiary education
Type of school last attended
Labour force status of leavers

Unmet demand

Whether applied to enrol in an educational institution and type of institution

Apprentices

Commencement of apprenticeship
Industry sector
Field of trade

Historical Data

The survey was first conducted in February 1964. Complete electronic datasets exist for May 1984, and from May 1989 to present. Limited data in printed publications are available from February 1964 to May 1988. Information regarding apprentices was collected for the first time in May 1983.

Since 2001, both Level ('attainment') and field of education have been classified under the Australian Standard Classification of Education (ASCED). Prior to this, between 1993 and 2000, they were classified under the ABS Classification of Qualifications (ABSCQ).

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AUSTRALIAN SYSTEM OF NATIONAL ACCOUNTS

CONTACT

National Income and Production Section
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 6711

DESCRIPTION

The Australian System of National Accounts (ASNA) are designed to provide a systematic summary of national economic activity. The Australian system of national accounts includes national income, expenditure, product accounts, financial accounts, the national balance sheet, input-output tables and satellite accounts. At their summary level, the national accounts reflect key economic flows - production, the distribution of incomes across sectors, consumption, saving and investment. At their more detailed level, they are designed to present a statistical picture of the structure of the economy and the detailed processes that make up domestic production and its distribution.

Scope

The National Accounts refer to the overall Australian economy. The smallest region used in the National Accounts is

state/territory. Estimates for each state/territory can be found in [Australian National Accounts: State Accounts](#) (ABS cat. no. 5220.0).

National Accounts estimates of economic activity are not available for any other geographical region.

Reference Period

Financial quarters ending March, June, September, and December.

Frequency of Collection

Quarterly. Published estimates are subject to revision for several quarters after their first publication.

Method of collection

Some specific purpose surveys are run for National Accounts purposes. Other data are drawn from a range of relevant collections and sources.

DISSEMINATION

Release schedule

The quarterly publication, [Australian National Accounts: National Income, Expenditure and Product](#) is released approximately two months after the end of the reference quarter. The [Australian System of National Accounts](#) and '[Australian National Accounts: State Accounts](#)' are published annually in November.

Publications

[Australian National Accounts: National Income, Expenditure and Product](#) (ABS cat. no. 5206.0)

[Australian System of National Accounts](#) (ABS cat. no. 5204.0)

[Australian National Accounts: State Accounts](#) (ABS cat. no. 5220.0)

[Australian National Accounts: Concepts, Sources and Methods](#) (cat. no. 5216.0)

Geography

Data are available for Australia, states and territories.

Other information

[Government Finance Statistics, Education, Australia](#) (ABS cat. no. 5518.0.55.001).

DATA ITEMS

Aggregates for education

Industry gross value added

Labour input and Labour productivity, by industry

Government final consumption expenditure

Household final consumption expenditure

Total factor income

Consumption of fixed capital

Compensation of employees

Private gross fixed capital formation

General government gross fixed capital formation

Public corporations gross fixed capital formation

Capital stock by industry

Historical Data

Estimates for Education are available from September quarter 1974 onwards.

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CONSUMER PRICE INDEX

CONTACT

Consumer Price Indexes Section
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 6251

DESCRIPTION

The simplest way of thinking about the CPI is to imagine a basket of goods and services comprising items bought by Australian households. Now imagine the basket is purchased each quarter. As prices change from one quarter to the next, so too will the total price of the basket. The CPI is simply a measure of the changes in the price of this fixed basket as the prices of items in it change.

The Education subgroup is split into three expenditure classes:

- Preschool and primary education
- Secondary education
- Tertiary education

Child care is an expenditure class within Household contents and services.

Scope

The Australian Consumer Price Index (CPI) is designed to provide a general measure of price inflation for the household sector as a whole. In practice, the index is constrained to only measure the changes in prices faced by private households living in the six State capital cities plus Canberra and Darwin.

Reference Period

Financial quarters ending March, June, September, and December.

Frequency of Collection

While most CPI items are priced each quarter, prices in the Education group are collected at the start of each calendar year.

Method of collection

The CPI is compiled independently for each of the eight capital cities, based on prices collected in each city. In the case of the Australian CPI this methodology involves devising a basket of goods and services representative of those acquired by metropolitan private households during the course of a full year. The annual basket used in the CPI is based primarily on data obtained from the Household Expenditure Survey (HES) which is the only authoritative source of data on the expenditures of different household types in each of the capital cities.

The total basket is divided into 11 major groups, each representing a specific set of commodities; 'Education' is one of the major commodity groups. These commodity groups are then divided into subgroups, and then 'expenditure classes' at the most detailed level. The major 'Education' group has one 'Education' subgroup which is split into three expenditure classes:

- Preschool and primary education (Expenditure class 10.1.1)
- Secondary education (Expenditure class 10.1.2)
- Tertiary education (Expenditure class 10.1.3)

Child care (Expenditure class 5.4.1) is an expenditure class within Household contents and services. While expenditure class numbers are used in the HES-CPI concordance, they are not referred to in the CPI publication.

DISSEMINATION

Release schedule

The data are typically released on the fourth Wednesday after the end of the reference quarter, depending on public holidays, but no later than the last Wednesday of the month after the end of the reference quarter.

Publications

[Consumer Price Index, Australia](#) (ABS cat. no. 6401.0)

[Australian Consumer Price Index: concepts, sources, and methods, 2005](#) (ABS cat. no. 6461.0)

[Information Paper: Introduction of the 15th Series Australian Consumer Price Index 2005 \(Reissue\)](#), 2005
(ABS cat. no. 6462.0)

[A Guide to the Consumer Price Index: 15th Series, 2005](#) (ABS cat. no. 6440.0)

Geography

Data are available for each State and Territory capital city and for the weighted average of all capital cities.

DATA ITEMS

Education

Preschool and primary education

Secondary education

Tertiary education

Household services

Child care

Historical Data

Extensive and detailed time series spreadsheets are available on the ABS Website. Both the Education and the Child care series commence in March quarter 1982; and the Tertiary, Secondary, and Preschool and primary education expenditure class series commence in June quarter 2000.

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ECONOMIC ACTIVITY SURVEY

CONTACT

Annual Economy Wide Surveys
Australian Bureau of Statistics, Sydney
Telephone (02) 9268 4269

DESCRIPTION

The Economic Activity Survey (EAS) is the survey vehicle for collecting annual industry information about the operation and financial performance of all businesses in the public trading and private employing sectors of the Australian economy. The core outputs provide key measures of the health and performance of nearly all Australian industries and are used by analysts in both the private and public sectors. The questions asked on the survey form are designed to align, where possible, with standard financial accounts such as profit & loss statements.

The general purposes of the EAS is to:

- provide data which feeds into Supply-Use benchmarks and Input-Output tables used by National Accounts (EAS is used as an annual benchmark of economic activity in the compilation of the National Accounts);

- measure actual changes in the operation, structure and performance of all private and public trading enterprises;
- provide "economic indicator" statistics which monitor the economy in regard to the business cycle; and
- provide a convenient vehicle to collect more detailed or specific information in certain areas (by adding questions or enhancing the sample).

Scope

As from 2006-07, industry estimates are collected and published in accordance with the Australian and New Zealand Standard Industrial Classification (ANZSIC), 2006 edition (cat. no. 1292.0).

The scope of EAS covers all business entities in the Australian economy, except for ANZSIC Division K and O (Financial and insurance services; Public Administration and Safety); and, in most industries, entities classified to SISCA Sector 3, General Government. Because the activity estimates relate only to private businesses, this exclusion particularly affects data available for ANZSIC Divisions P and Q (Education and Training; Health Care and Social Assistance). Full 'Scope and Coverage' detail is in the Explanatory Notes of [Australian Industry](#).

Reference Period

Financial year

Frequency of Collection

Annual

Method of collection

The ABS Economic Activity Survey (EAS) collects financial statement data from selected businesses, sampled from the businesses listed on the ABS Business Register. The EAS collection is an integrated collection and where possible uses standard classifications (eg. ANZSIC for industry) and data item definitions. This makes data comparable across collections. This is particularly important for the EAS as data are imported from the Mining, Manufacturing and Service Industry collections.

Businesses are selected to participate in the survey (the direct collect sample) only if they met two criteria: their turnover exceeded a threshold level and the business was identified as having been an employing business (based on ATO information) during the reference period. Turnover thresholds are set for each ANZSIC class so that the contribution of surveyed businesses accounts for 97.5% of total industry class turnover as determined by ATO Business Activity Statement (BAS) data.

Businesses which meet neither of these criteria are referred to as 'micro non-employing businesses'. These businesses are not eligible for selection in the sample. For these units, BAS data are obtained and annualised, then added to the directly collected estimates to produce industry statistics.

DISSEMINATION

Release schedule

Results are published during the financial year following the reference financial year. The ABS aims to publish EAS estimates no later than 18 months after the end of the reference period.

Publications

[Australian Industry](#) (ABS cat. no. 8155.0)

Geography

Data are published for Australia and the states and territories. More detailed 'industry performance' data are available only at the Australia level.

Data Service

More detailed data can be downloaded under [Australian Industry](#), as 'data cubes' under the 'Download' tab.

Other information

[Australia and New Zealand Standard Industrial Classification \(ANZSIC\), 2006](#) (ABS cat. no. 1292.0)

DATA ITEMS

Number estimates

Employment ('000 persons) - withdrawn for 2006-07

Operating businesses (number) - withdrawn for 2006-07

Financial estimates (\$ million)

Wages and salaries

Sales and service income

Total income

Total expenses

Operating profit before tax

Earnings before interest, tax, depreciation and amortisation

Industry performance measures (ratio)

Profit margin

Interest coverage

Investment rate

Australian System of National Accounts measures (\$ million)

Gross fixed capital formation

Capital expenditure

Disposals of assets

Net capital expenditure

Industry value added
Funding from government for operational costs
Capital work done for own use
Change in inventories
Purchases of goods and materials
Other intermediate expenses

Selected summary measures from financial statements, defined under business accounting conventions, are also published.

Historical data

The EAS collection was first conducted in 1989/90 as a pilot test, using a sample of about 600 units. In 1990/91, it was expanded to a full dress rehearsal, with a sample of around 8,000 units. Estimates for 1990/91 were considered for publication, but were held over until 1991/92 estimates were also available. The earliest data available for download from the ABS website is from 1996-97. With the introduction of The New Tax System (TNTS), 2001-02 saw a major change to the EAS collection adopting new statistical infrastructure and a new statistical units model based on the Australian Business Number (ABN) for businesses with simple structures and the Type of Activity Unit (TAU) for businesses with complex structures. It was not until 2006-07 that another significant change was made to the collection whereby ANZSIC2006 was introduced together with generalised regression as the new estimation method for sampled units, and supplemented with ATO business activity statement (BAS) for micro non-employing businesses.

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GOVERNMENT FINANCE STATISTICS, EDUCATION

CONTACT

Public Finance Section
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 7926
Email public.finance@abs.gov.au

DESCRIPTION

This release contains statistics on expenditure on education by the general government sector, taken from the system of Government Finance Statistics (GFS). GFS Education statistics include a range of national and sub-national aggregates, presented on an accrual accounting basis. Expenditures are classified by Government Purpose Classification (GPC).

Government expenditure on education refers to expenditure on all levels of education, such as pre-school, primary, secondary, university, and technical and further education (TAFE), by the general government sector. It excludes expenditure on courses provided by non-educational institutions, such as the vocational training programs of private businesses.

Scope

The collection includes general government education expenditures of Commonwealth (Australian), state and territory, and local governments; and estimates of private expenditure on education.

Reference Period

Financial year

Frequency of Collection

Annual

Method of collection

Statistics presented in *Government Finance Statistics, Education, Australia* are based on information provided in, or underlying the published accounting statements and reports of governments and their authorities. For the Commonwealth Government and all state governments the primary data sources are:

- Public accounts and budget management systems of state treasuries and the Australian Department of Finance and Deregulation;
- Annual reports of government departments and authorities;
- Budget papers; and
- Reports of the Auditors-General.

For local government, the main data sources are annual statements of accounts completed by local authorities.

DISSEMINATION

Release schedule

GFS Education statistics are released within 10 months of the end of the reference financial year.

Publications

[Government Finance Statistics, Education, Australia, 2006-07](#), (ABS cat. no. 5518.0.55.001)

[Government Finance Statistics, Australia](#) (ABS cat. no. 5512.0) - issued annually

[Australian System of Government Finance Statistics: Concepts, Sources and Methods](#) (cat. no. 5514.0)

Geography

Australia, states and territories, and the 'multi-jurisdictional' sector (which is not a geographic entity, but mainly comprises public universities).

Data Service

Customised data is available on request. This is a charged service.

Other information

[Australian National Accounts: National Income, Expenditure and Product](#) (ABS cat. no. 5206.0) - issued quarterly

[Australian System of National Accounts](#) (ABS cat. no. 5204.0) - issued annually

[Australian National Accounts: Concepts, Sources and Methods](#) (cat. no. 5216.0)

DATA ITEMS

General government expenditure on education

Operating expenses on education, by purpose (GPC)

Operating expenses on education, by economic transaction

Net acquisition of non-financial assets

Gross fixed capital formation, by purpose (GPC)

Sales of goods and services relating to education, by purpose (GPC)

Commonwealth government grants to other levels of government, by purpose (GPC)

Private expenditure on education

Gross fixed capital formation

Household final consumption expenditure

Historical Data

Historic data are available, on a cash accounting basis, in the publication [Expenditure on Education, Australia](#) (ABS cat. no. 5510.0), available on the ABS Website for the years 1992–93 to 1997–98 inclusive. Data for the years 1961–62 to 1991–92 inclusive may be available on request, in electronic form. Cash-based estimates are not readily comparable with the accrual accounting basis adopted from financial year 1998–99 onwards.

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HOUSEHOLD EXPENDITURE SURVEY

CONTACT

Living Conditions Section
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 6174

DESCRIPTION

The Household Expenditure Survey (HES) collects detailed information about the expenditure, income, assets, liabilities and household characteristics of households resident in private dwellings in Australia. Expenditure items collected include expenditure on childcare, preschool, primary or secondary school fees, tertiary education, private tuition, and payments made under the Higher Education Contribution Scheme (HECS). These expenditures are coded to the Household Expenditure Classification, which is detailed in an Excel data cube available in [Household Expenditure Survey and Survey of Income and Housing: User Guide, 2003-04](#), (ABS cat. no. 6503.0). Expenditure data are only available at the household level. Information on HECS debts is also available.

Cross-tabulation of expenditures by family composition, life cycle group, age of youngest or oldest dependent child, household labour force status, or other characteristics can be provided.

Scope

All expenditures by those resident in private dwellings are in-scope. The sample design for the survey covered about 98% of the people living in Australia. The survey collected information from usual residents of private dwellings at the time of interview, such as houses, flats, home units, caravans etc. The survey excludes:

- Residents of non-private dwellings such as hotels, boarding schools, boarding houses and institutions
- Households which contain members of non-Australian defence forces stationed in Australia
- Households which contain diplomatic personnel of overseas governments
- Households in collection districts defined as very remote or Indigenous Communities - this has previously only a minor impact on aggregate estimates except in the Northern Territory where such households account for about 23% of the population.

Reference Period

Financial year. HES data are presented as average weekly household expenditure estimates.

Frequency of Collection

6 yearly

Method of collection

Information is collected from each sampled household in three separate processes, by two interview sequences and a personal expenditure diary. A household-level questionnaire collects information on household characteristics, expenditure common to all household members, and irregular or infrequent expenditure. An individual questionnaire collects information on income and other personal characteristics of each usual resident aged 15 years or over. Finally, a personal diary is used, by each usual resident aged 15 years or over, to record their expenditure over two weeks. The most recent HES of 2003-04, was integrated with the 2003-04 Survey of Income and Housing (SIH), with the HES sample (6,957 households) a subset of the SIH sample (11,361 households).

DISSEMINATION

Release schedule

The results of the 2003-04 Household Expenditure Survey were released in February 2006. The next HES is being conducted in 2009-10 with results expected to be published in mid 2011.

Publications

[Household Expenditure Survey, Australia: Summary of Results, 2003-04](#), (Reissue) (ABS cat. no. 6530.0)
[Household Expenditure Survey, Australia: Detailed Expenditure Items, 2003-04](#), (Reissue) (ABS cat. no. 6535.0.55.001)

[Household Expenditure Survey and Survey of Income and Housing - Confidentialised Unit Record Files, Technical Paper, 2--3-04](#), (ABS cat. no. 6540.0.00.001)
[Household Expenditure Survey and Survey of Income and Housing: User Guide, 2003-04](#), (ABS cat. no. 6503.0)

Geography

Published data are available for Australia, the states, and the capital cities in each state and territory.

Data Service

[Household Expenditure Survey and Survey of Income and Housing - Confidentialised Unit Record Files, 2003-04](#), (ABS cat. no. 6540.0)

A set of 18 summary tables for each state or territory are available in [Household Expenditure Survey, Australia: Summary of Results](#). Customised data is available on request. This is a charged service.

DATA ITEMS

Education characteristics (for persons aged 15 years and over)

Enrolment status (full-time, part-time, not enrolled)
Education institution attending (secondary school, TAFE, University, other)
Current study type (for qualification, not for qualification)
Highest year of school completed
Level of highest non-school qualification
Main field of highest non-school qualification
Main field of highest educational attainment

Household characteristics

Number of students aged 15–24 years
Number of students aged 25 years or above
Number attending preschool
Number attending primary school (government, Catholic, other non-government)
Number attending secondary school (government, Catholic, other non-government)
Number attending tertiary institutions full-time
Number attending tertiary institutions part-time

Household expenditure commodities

Care of younger children (excluding schooling)
Preschool
Formal child care services not elsewhere classified (n.e.c.)
Informal child care services
Child care services not further defined (n.f.d.)

School fees, separately for Government, Catholic, and Other non-government schooling

Primary school fees – including Pre-Year 1

Secondary school fees

Education expenditures n.e.c.

HECS

Higher education institution fees n.e.c.

TAFE course fees

Fees paid to other educational institutions n.e.c.

Private education tuition fees

Education fees for primary and secondary school n.f.d.

Historical Data

Household Expenditure Surveys were conducted in 1974-75, 1975-76, 1984, 1988-89, 1993-94, 1998-99 and 2003-04.

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NATIONAL SCHOOLS STATISTICS COLLECTION - FINANCE

CONTACT

The Secretary

Ministerial Council on Education, Employment, Training and Youth Affairs

PO Box 202, Carlton South, Vic. 3053

Telephone (03) 9639 0588

Facsimile (03) 9639 1790

Email mceetya@curriculum.edu.au

Website <http://www.mceetya.edu.au/mceetya/>

DESCRIPTION

Finance data for the National Schools Statistics Collection (NSSC) is provided by the various state and federal education departments. It is compiled and further analysed by a subgroup of the Ministerial Council on Employment, Education, Training and Youth Affairs (MCEETYA). This subgroup reports to MCEETYA and its work is published in the annual *National Report on Schooling in Australia* (ANR).

Scope

Government schools only. The finance NSSC covers all establishments under the control of the Director-General of Education (or equivalent) in each state and territory, which have schooling as their major activity: the administration or provision of full-time day primary, secondary or special school education; and primary or secondary school distance education. Funding provided to government schools by the Australian Government, through the Department of Education, Employment and Workplace Relations (DEEWR) is also in-scope.

Reference Period

Calendar year

Frequency of Collection

Annual

Method of collection

Data is provided by the finance and non-finance NSSC agencies and the MCEETYA Secretariat.

DISSEMINATION**Release schedule**

Data are normally published on the MCEETYA website three months after the end of the reference year.

Publications

Latest data are published in the annual National Report on Schooling in Australia, available on the MCEETYA website, <http://www.mceetya.edu.au/mceetya/>.

Geography

Data are published for Australia, the states, and territories.

Data Service

These data are released in the ANR, which is published progressively on the MCEETYA website.

Other information

Some financial information for non-government schools, provided by DEEWR, is published in the ANR. Further financial data for the non-government school sector are available from DEEWR, email schoolstats@deewr.gov.au.

DATA ITEMS

Recurrent expenditure

Teaching staff salaries
Non-teaching staff salaries
Redundancy payments
Notional user cost of capital
Debt servicing
Other operating expenditure

Non-recurrent expenditure

Capital or investing costs
Australian Government capital expenditure on schools

Funding information

Total government outlays on primary and secondary education, as a percentage of Gross Domestic Product
Australian Government per-capita recurrent funding for students in government schools
Australian Government recurrent funding for schools, by purpose
Australian Government student assistance for school-aged students

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SURVEY OF RESEARCH AND EXPERIMENTAL DEVELOPMENT - HIGHER EDUCATION

CONTACT

Research and Development and Information, Communication and Technology Surveys
Australian Bureau of Statistics, Perth
Telephone (08) 9360 5382

DESCRIPTION

The ABS Survey of Research and Experimental Development — Higher Education collects details of expenditure on, and human resources devoted to, Research and Development (R&D) by Australian universities. Similar surveys are also conducted in respect of the Business, Government and Private Non-Profit sectors. With the release of the 2006 issue, time series data were made available in spreadsheet format.

Scope

R&D as collected by the ABS is defined in accordance with the OECD standard as comprising 'creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications'.

The ABS R&D survey of the higher education sector covers Australian universities. It excludes other tertiary education institutions, such as colleges of Technical and Further Education. All research performed by universities in the reference period, irrespective of the source of funds, is in scope. This includes research performed:

- as a participant in unincorporated Cooperative Research Centres (CRCs); and
- on contract for other legal entities (such as private businesses, or incorporated CRCs).

R&D performed on a university campus by other legal entities or their employees is excluded from the survey. Such entities include incorporated CRCs, university controlled entities, and other organisations. The R&D performed by these entities and their employees will be in scope of the relevant R&D sector (Business, Government, or Private non-profit).

Reference Period

Calendar year

Frequency of Collection

Biennial

Method of collection

Data are collected directly from each Australian university in electronic format, using a methodology agreed to by the individual universities, their peak body (Universities Australia), and the ABS.

DISSEMINATION

Release schedule

The results of the 2006 survey were released on 13th June 2008. Results of the 2008 survey will be released mid 2010.

Publications

[Research and Experimental Development, Higher Education Organisations, Australia, 2006](#) (ABS cat. no. 8111.0)

Geography

Data are available for Australia, with a selection of key data items also available at the state and territory level.

Data Service

Customised data is available on request. This is a charged service.

Other information

[Research and Experimental Development, Businesses, Australia, 2006-07](#) (ABS cat. no. 8104.0)

[Research and Experimental Development, All Sector Summary, Australia, 2006-07](#) (ABS cat. no. 8112.0)

[Research and Experimental Development, Government and Private Non-Profit Organisations, Australia, 2006-07](#) (ABS cat. no. 8109.0)

[Australian Standard Research Classification \(ASRC\), 1998](#) (ABS cat. no. 1297.0)

DATA ITEMS

Estimates of R&D Expenditure

Type of expenditure

Source of funds

Type of activity

Research field

Socio-economic object

Location

Estimates of Human resources devoted to R&D (Person years of effort)

Type of resource

Location

Historical data

Data are available from 1992 onwards.

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TRAINING EXPENDITURE AND PRACTICES SURVEY

CONTACT

Earnings Surveys Section
Australian Bureau of Statistics, Perth
Telephone (08) 9360 5374

DESCRIPTION

The Training Expenditure and Practices Survey provided national estimates of employers' structured and unstructured training practices, and expenditure on structured training during the financial year ended June 2002. The survey focused on structured training provided to employees, although some data are available for workers other than employees. Structured training was defined as all training activities which had a specified content or predetermined plan, designed to develop employment related skills and competencies. Unstructured training comprised all training activities which did not have a specified content or predetermined plan. Characteristics of employees and employers were also collected.

Scope

The survey covered employers in all states and territories and in all industries except those primarily engaged

in agriculture, forestry, and fishing; private households employing staff; overseas embassies/consulates etc.; and the Australian permanent defence forces.

Reference Period

The financial year ended June 2002.

Frequency of Collection

Discontinued.

Method of collection

An initial sample of approximately 7,100 employers was selected from the ABS Business Register and stratified by state or territory, sector, industry and employment size. Responses to the survey conducted by mail in 2002, were received from 92.8% of the in-scope sampled units, resulting in a final sample size of 5,889 employers. A small number of strata were completely enumerated, and for the remaining strata a simple random sample was selected from each stratum.

DISSEMINATION

Release schedule

Results of the 2001-02 Training Expenditure and Practices Survey were released in April 2003.

Publication

[Employer Training Expenditure and Practices, Australia, 2001-02](#) (ABS cat. no. 6362.0)

Geography

Data are available for Australia, and each state and territory.

Data service

Customised data is available on request. This is a charged service.

DATA ITEMS

Characteristics of Employees

Number of employees 2001-02 financial year
Number of employees 2000-01 financial year
Type of employee (permanent/non-permanent)
Employment status (full-time/part-time)
Occupation group
Number of dedicated trainers (full-time/part-time)
Gross wages and salaries of employees
Gross wages and salaries of dedicated trainers

Structured Training of Employees

Support for structured training
Structured training arrangements
Use of electronic learning arrangements
Change in use of electronic learning arrangements
Factors constraining the use of electronic learning arrangements
Types of structured training
Participation in structured training
Change in participation in structured training
Participation in nationally recognised training
Change in participation in nationally recognised training
Methods used to determine structured requirements
Method of determining structured training requirements with greatest effect
Who determined structured training requirements
Types of external training providers used
External training provider used most often
Reasons for using external training provider most often
Reasons for providing structured training
Change in amount of structured training
Factors increasing the amount of structured training
Factors causing greatest increase in amount of structured training
Factors constraining the amount of structured training
Factor most constraining the amount of structured training

Unstructured Training of Employees

Unstructured training arrangements
Proportion of total training provided using unstructured training arrangements

Reasons No Training Provided

Reasons no training provided

Workers Other Than Employees

Types of other workers used

Proportion of total workforce who were other workers

Provision of structured or unstructured training to other workers

Participation in structured training by other workers

Types of support for structured training for other workers

Structured training arrangements for other workers

Expenditure on Structured Training

Gross direct expenditure on structured training, excluding wages and salaries of dedicated trainers

Gross direct expenditure on structured training, including wages and salaries of dedicated trainers

Subsidies and/or grants received for the structured training of own employees

Payments received from attendees at internal training courses who were not employees

Net direct expenditure on structured training

Net direct training expenditure as a proportion of gross wages and salaries

Net direct training expenditure per employee

Business Profile

Business with a budget allocation for training

Registered training organisation status

Years of operation

Employment size

Sector

Industry

State/territory

Historical Data

The 2001-02 Training Expenditure and Practices Survey combined the previous Training Practices Survey (TPS) and the Training Expenditure Survey (TES). There were previous TPSs conducted in 1997 and 1994, while TESs were conducted in 1996, 1993, 1990 and 1989.

The results of the 2001-02 survey are not fully comparable with previous training surveys. The main differences are:

- In the 1996 TES, training expenditure was collected from employers that provided or supported structured training, while in 2001-02 it was collected from all in-scope employers
- Training costs of persons who contributed to the productive work of a business but who were not employees were included in 2001-02
- Training expenditure in 2001-02 includes wages and salaries of employees whose main job involved training other employees, but not those of other employees involved in training provision
- The reference period for the 2001-02 survey was the year ended 30 June, while previously for the TES it was the September quarter and for the TPS it was the year ended 28 February.

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A directory of statistics, related directly or indirectly to education and training in Australia. It provides descriptive information on various data sources, data items available, frequency of collections, publications produced, and access to information. It includes information about education costs and expenditures, childcare and preschool education, primary and secondary school education, vocational education and training, higher education, Indigenous education and training, other statistical or research reports on education and training, and on classifications and manuals for Australian education and training statistics.

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AUSTRALASIAN SURVEY OF STUDENT ENGAGEMENT (AUSSE)

CONTACT

AUSSE Project Director

Australian Council for Educational Research

Private Bag 55, Camberwell, VIC, Australia 3124

Telephone (03) 9277 5487

Email ausse@acer.edu.au

Website www.acer.edu.au/ausse

DESCRIPTION

The Australasian Survey of Student Engagement (AUSSE) is designed to provide evidence about students' engagement in university study, that is, their involvement in activities and conditions linked with high-quality learning.

The AUSSE instrument, the Student Engagement Questionnaire (SEQ), is used for students from all backgrounds and courses. The SEQ measures student engagement with items forming six different scales: Academic challenge, Active learning, Student and staff interactions, Enriching educational experiences, Supportive learning environment, and Work integrated learning. The SEQ also collects information on self-

reported learning and development outcomes, average overall grades, retention intentions, overall satisfaction, and a range of individual demographics and educational contexts. The AUSSE is complemented by the Staff Student Engagement Survey (SSES), which measures academics' expectations for student engagement in educational practices that have been linked empirically with high quality learning and development.

Scope

First-year and third-year 'on-shore' undergraduate students at participating Australian and New Zealand universities. Students who have previously attempted or completed a higher education degree are out of scope.

Reference Period

August

Frequency of Collection

Annual

Method of collection

Each participating institution compiles a list of students in the defined target population, and supplies ACER with a de-identified copy of it. ACER then draws two systematic random samples of 1,300 students (first-year and third-year samples), and returns the list with sample selections marked. The institution distributes online and paper survey forms to the students in its listed sample. The SEQ is designed to be completed in under 15 minutes in online or paper form. Post-stratification weighting by year level, attendance type, and sex is used to ensure that responses represent the target population.

DISSEMINATION

Release Schedule

Results of the AUSSE are released to participating institutions in November.

Publications

Australasian Student Engagement Report (Attracting, Engaging and Retaining: New Conversations About

Learning), ACER, Melbourne. Freely available from the ACER website.

Geography

Information relating to any participating institution is available only to that institution.

Data Service

ACER produces a range of reports based upon the AUSSE data, including an institution report for each participating university, and a more general public report giving summary national findings.

Historical Data

The AUSSE was conducted for the first time in 2007, with 25 institutions participating in Australia and New Zealand.

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AUSTRALIAN GRADUATE SURVEY

CONTACT

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Graduate Careers Australia (GCA)
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Email info@graduatecareers.com.au
Website www.graduatecareers.com.au

DESCRIPTION

The Australian Graduate Survey (AGS) is carried out by Graduate Careers Australia (GCA) in association with Australian higher education institutions. The AGS includes the Graduate Destination Survey (GDS), Course Experience Questionnaire, and Postgraduate Research Experience Questionnaire. The AGS is designed to collect information on the destination of recent university graduates: their participation in the labour market, and further education. The survey asks graduates, four months after the completion of their qualifications, the extent to which they are employed, seeking employment, engaged in further study, or unavailable to work. Their commencing salary, industry of employment, and opinions on their course of study are also collected.

Scope

Graduates in scope must have completed their course in the previous calendar year, studying at an Australian higher education institution, and qualified for the award of a bachelor degree, higher degree, graduate diploma, or other award.

The survey scope includes two groups of continuing students:

- Students who have met the requirements for the award of a pass bachelor degree, and are continuing with honours courses which include an additional year of study; and
- Graduates undertaking a combined degree who have completed the first half of that combined degree, and are now allowed to graduate. They are again in scope when they complete the second half of the combined degree.

Reference Period

April or October, depending on the graduand's course completion date. Enumeration is timed to coincide with graduation ceremonies.

Frequency of Collection

Annual

Method of collection

The GDS is a census of all in-scope higher education institution graduates. Data are collected using a self-enumeration, mail-out and mail-back questionnaire distributed by each higher education institution to its graduates, on or about 30 April (or 31 October, for first semester completers).

DISSEMINATION

Release Schedule

First results of the GDS are released late in the reference year. Results of the Postgraduate Destination Survey are released in October of the year following the reference year.

Publications

The following annual publications may be purchased from the GCA website

Graduate Course Experience, GCA, Melbourne

Graduate Destinations, GCA, Melbourne

Graduate Salaries, GCA, Melbourne

Grads, Jobs, and Dollars, GCA, Melbourne

Postgraduate Destinations, GCA, Melbourne

Geography

Information is available for Australia and all states and territories. Each institution receives the results for its participating students.

Data Service

Free summary data are available on the GCA website in two products, *GradFiles* (for secondary students) and *GradStats* (for the general public). Additional data are available on request.

DATA ITEMS

Personal Characteristics

Age
Sex
Indigenous status
Residency status
Home state
Disability status
Non-English speaking background
First educational qualification post school
Highest educational qualification prior to course

Course Characteristics

Level of qualification
Field of study
Attendance
Length of time taken to complete course
Whether the graduate received recognition for prior learning
Work in final year
Employer support during course

Employment Characteristics

Labour force status at reference date
Whether employed full-time or part-time
Whether a short-term or permanent employee
Occupation at reference date
Industry of employer at reference date
Annual salary
Length of service

Further Study Plans

Level of qualification
Field of study

Attendance
Month course began
Institution

Historical Data

The GDS was first conducted in 1971.

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HIGHER EDUCATION FINANCE STATISTICS COLLECTION

CONTACT

Institutional Reporting and Analysis Unit

Higher Education Group

Department of Education, Employment and Workplace Relations (DEEWR)

Telephone (02) 6219 3420

Email ppfinance@deewr.gov.au

Website www.deewr.gov.au

DESCRIPTION

This collection gathers revenue, expenditure, and financial performance data from Australian higher education providers (HEPs). Data are extracted from audited financial statements after the DEEWR *Financial Statement Guidelines for Australian Higher Education Providers for the 2007 Reporting Period*. Since 2004–05, these are prepared under the Australian equivalents to International Financial Reporting Standards. Data as published are adjusted to align with the Guidelines.

Scope

Higher education providers covered by the provisions of the *Higher Education Support Act 2003*. Some 40 HEPs were in-scope of the 2007 collection.

Reference Period

Calendar year

Frequency of Collection

Annual

Method of Collection

Data are extracted from the audited Annual Financial Statements of in-scope HEPs. The statements are intended to meet the financial reporting requirements of both Australian Government and state or territory agencies.

DISSEMINATION

Release Schedule

The publication is released late in the year after the reference year.

Publication

Finance 2007: *Financial Reports of Higher Education Providers*. DEEWR, Canberra, freely available from the DEEWR website.

Geography

Information is published for Australia, all states and territories, and individual HEPs.

Data Service

The publication and an Excel file of data tables are available on the DEEWR website.

DATA ITEMS

Operating revenue
Operating liability
Assets
Liabilities
Net assets
Activity
Type of expenditure

Historical Data

Data has been collected since 1992. From 2005, financial statements have been prepared under the Australian equivalents to International Financial Reporting Standards.

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HIGHER EDUCATION STAFF STATISTICS COLLECTION

CONTACT

Higher Education Group

Department of Education, Employment and Workplace Relations (DEEWR)

Telephone (02) 6240 8111

Email university.statistics@dest.gov.au

Website www.deewr.gov.au

DESCRIPTION

The collection gathers information on staff involved in the provision of higher education at in-scope Higher Education Providers (HEPs), and provides data on the number, full-time equivalence, classification, and functions of staff.

Scope

HEPs covered by the provisions of the *Higher Education Support Act 2003*.

Reference Period

Snapshot as at 31 March of the reference year for full-time and fractional full-time staff, but calendar year full-time equivalence for casual staff only.

Frequency of Collection

Annual

Method of Collection

Data on staff are collected by the HEP, and provided to DEEWR.

DISSEMINATION

Release Schedule

The publication is released in the year following the reference year.

Publications

Staff: Selected Higher Education Statistics. DEEWR, Canberra, freely available from the DEEWR website.

Geography

Information is published for Australia, states and territories, and individual HEPs.

Data Service

Publications and data tables are available on the DEEWR website. An aggregated dataset (as a zipped file) and metadata links are provided.

DATA ITEMS

Age

Sex

Appointment details

Current duties and classification details

Full-time equivalence details

Salary details

Function
Organisational unit
Indigenous indicator
State or territory
HEP name

Historical Data

The collection of higher education statistics in the current format commenced in 1987. In 1989 a number of significant changes to the collection were made, resulting from the introduction of HECS. Since that time DEEWR has reviewed the nature of information required and the timing of provision of the data.

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HIGHER EDUCATION STUDENT STATISTICS COLLECTION

CONTACT

Higher Education Group

Department of Education, Employment and Workplace Relations (DEEWR)

Telephone (02) 6240 9788

Email university.statistics@dest.gov.au

Website www.deewr.gov.au

DESCRIPTION

In 2007, there were 105 public and private higher education institutions that received Higher Education Loan Programme (HELP) funding on behalf of students in the form of student HELP loans from the Australian Government Department of Education, Science and Training (DEEWR), or were otherwise required to report to DEEWR. The Higher Education Student Data Collection comprises information on enrolments and award course completions from these institutions.

Scope

Students enrolled in a higher education course who consume load in at least one unit of study.

Reference Year

The reference year for all Higher Education Student statistics from 2005 covers a calendar year period. Student enrolments data for the years 2001 to 2004 covered the period 1 September of the year prior to the reference year to 31 August of the reference year. Award course completions data have always been reported in calendar years.

Frequency of Collection

Annual

Method of Collection

Institutions receive detailed documentation about what information is required . Universities design and produce their own statistical information (Enrolment) forms to collect the required information from students. DEEWR provides institutions with suggested wording for questions relating to Indigenous status, language spoken at home and disability.

Institutions submit data online using software provided by DEEWR.

DISSEMINATION

Release Schedule

Statistical publications are released in September of the year following the reference year.

Publications

Students: Selected Higher Education Statistics. DEEWR, Canberra.

Award Course Completions 2007: Selected Higher Education Statistics. DEEWR, Canberra.

These publications are freely available from the DEEWR website.

Geography

Information is available for Australia, all states and territories, and HEPs.

Data Service

Publications and data tables are available on the DEEWR website. Aggregated datasets (zipped files for enrolments, student load, and completions) and DestPac metadata links are provided. Other data are available on request.

DATA ITEMS

Demographics

Age
Sex
Aboriginality
Country of birth
Location of residence
Nationality
Other personal characteristics
Prior education

Course Details

Type of course
Level of course
Mode of attendance
Field of education of the course
Disciplines for units of study
Attendance type
HECS or FEE-HELP liabilities
Equivalent full-time student load (EFTSL)
HEP name
HEP state or territory

Historical Data

The collection of higher education statistics in its current form commenced in 1987. Prior to that there were two separate collections of data relating to advanced education institutions and Universities. Data between the two collections is not strictly compatible and only limited comparisons can be made. Since 1987 there have also been changes to the existing collection. In 1989 a number of significant changes to the collection were made, resulting from the introduction of HECS. Since that time DEEWR has continuously reviewed the nature of information required and the timing of provision of the data.

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UNIVERSITY APPLICATIONS, OFFERS AND ACCEPTANCES

CONTACT

Higher Education Group

Department of Education, Employment and Workplace Relations (DEEWR)

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Website www.deewr.gov.au

DESCRIPTION

This entry describes the initial publication of data about unmet demand, which is being expanded to comprise a new data collection. The publication 'Undergraduate Applications, Offers and Acceptances', released in 2008, contains statistics relating to the number of applicants for first-year undergraduate study at university, the number of offers received and the number of offers accepted. The report is produced by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR), in collaboration with the six state Tertiary Admissions Centres (TACs). From 2009, the report will draw on the newly established University Applicants and Offers Collection. From 2010, information on the number of direct undergraduate applications to universities will be available as part of the new data collection.

The publication includes statistics on:

- Number of applicants
- Number of offers made
- Number of offers accepted
- Level of unmet demand.

It also contains analysis of trends in key fields identified as areas of skill shortage; a review of offer and acceptance rates by key applicant demographics; and information on factors affecting current and future demand.

Scope

Domestic applicants for admission to the first semester of undergraduate university study in the reference year. Prior to 2009, data was limited to those who meet certain eligibility criteria. Year 12 applicants are considered “eligible” if their Year 12 studies give them a Tertiary Entrance Score, resulting in an Interstate Transfer Index exceeding a declared minimum score (56.2, in 2008). All “Other” applicants (non-Year 12 applicants) are considered eligible for undergraduate university courses. This will no longer be the case from 2009 onwards which will also report on the total number of applications.

Reference Period

September of the year prior, to March of the reference year.

Frequency of Collection

Annual

Method of Collection

Data from the application and offer processes are provided to DEEWR by the six TACs. While each state has its own TAC, applications and offers for the ACT are handled by the NSW TAC; and South Australia provides that service for the NT. From 2010 onwards, higher education providers will supply DEEWR with information on direct applications.

DISSEMINATION

Release schedule

May of the reference year.

Publications

Undergraduate Applications, Offers and Acceptances, 2008. DEEWR, Canberra, freely available from the DEEWR website.

Geography

Information is available for Australia and the six TACs. Analysis by metropolitan and non-metropolitan from 2009.

Data Service

A separate Excel file of the Appendix tables is available on the DEEWR website. Other data is available on request.

DATA ITEMS

Age (20 or younger, 21 years or older)

Sex

Indigenous status

State (ACT within NSW; NT within SA.)

Applicant type (Year 12, Non-Year 12)

Tertiary Entrance Score of Year 12 Applicant (the 'Interstate Transfer Index')

Field of education

Preference level of course

Number of Preferences

Applications

Offers of places

Acceptances of Offers

Basis of admission

Rejections of Offers

Unmet Demand for places

From 2009:

Age (19 and under, 20 to 24 years, 25 and over; and subcategory 16 and under)

Region (metropolitan, regional)

Prior highest educational participation (including participation in VET)

Socio-Economic Status (based on SEIFA IEO)

Historical Data

Time series are only available back to 2001 due to significant changes in the data collection. Breaks in some time series will occur in 2009 due to standardisation of data elements and changes in definitions.

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UNMET DEMAND SURVEY, HIGHER EDUCATION

(Applications, Offers and Acceptances of Undergraduate University Places)

CONTACT

Policy & Analysis section

Universities Australia

GPO Box 1142 Canberra ACT 2601

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DESCRIPTION

Universities Australia (UA) reported each year from 2001 to 2008 on applications for undergraduate university courses, and provided data for the purposes of assessing future trends in demand for university places. UA presented analyses of the number of eligible domestic applications, offers received and offers accepted by State, field of education and Year 12 Tertiary Entrance Ranks (TERs). Using this information, Universities Australia estimated the underlying level of 'unmet demand' for higher education places.

Scope

Only eligible domestic applicants for undergraduate places. An “eligible Year 12 applicant” was one who has gained an Interstate Transfer Index (ITI) of 53.00 or better from their Year 12 score. All “Other” applicants (non-Year 12 applicants) were considered eligible for undergraduate university courses.

Reference Period

Commenced in January of each academic year. First-round offers are made in January, with successive rounds during February.

Frequency of Collection

Annual

Method of Collection

UA collated data on domestic applicants for undergraduate university courses from the Tertiary Admission Centres (TACs) in each State, with the ACT incorporated in NSW data, and the NT incorporated in SA data.

DISSEMINATION

Release schedule

April of the reference academic year.

Publications

Report on Applications, Offers and Acceptances of Undergraduate University Places, freely available from the UA website.

Geography

Information is available for Australia and the six state-territory groupings.

Data Service

Data in other forms may be available on request.

DATA ITEMS

Age group
Application basis (Year 12, Other)
Home state or Interstate application
Offer received, Not received
Field of education
Acceptance status (offer Accepted, Not accepted)
Preference level (First preference, Other preference)
State offering place
Unmet demand estimate

Historical Data

Data are available from 2001 to 2008, inclusive. From 2009 onwards, the UA collection has been replaced by the DEEWR 'University Applications' collection (see preceding entry, this Directory).

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JOB SEARCH EXPERIENCE SURVEY

CONTACT

Labour Market Section

Australian Bureau of Statistics, Canberra

Telephone (02) 6252 7206

DESCRIPTION

The Job Search Experience Survey examines the experiences of unemployed people in seeking work, in terms of the steps they have taken to find work and the difficulties they have encountered in finding work. It also provides information about employed people who started their current job in the previous 12 months, the steps they took to attain work, and their current job details. Demographic information is provided for both of these groups. The Job Search Experience Survey is conducted as a supplement to the monthly Labour Force Survey (LFS) in July each year.

Scope

The survey relates only to people who were unemployed in July; and to people employed in July of the reference year, who started their current job in the previous 12 months. The scope of the LFS is restricted to

persons aged 15 years and over, and excludes the following people:

- members of the Australian permanent defence forces;
- certain diplomatic personnel of overseas governments, customarily excluded from the census and estimated populations;
- overseas residents in Australia; and
- members of non-Australian defence forces (and their dependants).

The survey is conducted in both urban and rural areas in all states and territories, but excludes people living in very remote parts of Australia. Students at boarding schools, patients in hospitals, residents of homes (e.g. retirement homes, homes for people with disabilities), and inmates of prisons are also excluded.

Reference Period

July

Frequency of Collection

Annual

Method of Collection

This survey is conducted throughout Australia in July, as a LFS supplementary survey. Respondents to the LFS who fell within the scope of the supplementary survey were asked further questions. Trained interviewers conduct most interviews (70%) over the telephone, and the remainder are conducted face-to-face.

DISSEMINATION

Release schedule

The results of supplementary surveys are released approximately six months after the survey reference period.

Publications

[Job Search Experience, Australia](#), (ABS cat. no. 6222.0)

Geography

Data are available for Australia, states and territories.

Data service

Customised data are available on request; this is a charged service.

DATA ITEMS

Demographic

State or territory of usual residence
Area of usual residence
Region of usual residence
Sex
Age group
Marital status
Relationship in household
Country of birth
Year of arrival in Australia

Education

Highest year of school completed
Level of highest non-school qualification
Whether highest qualification obtained overseas or in Australia
Level of highest educational attainment

Job Details

Jobs in previous 12 months
Steps taken to find work
Duration of current period of unemployment
Registered job seekers
Difficulty in finding work
Last job
Current job
Leave entitlements
employment status

Historical Data

Job Search Experience was first conducted in 2002. It replaced both the annual survey of Job Search Experience of Unemployed Persons, conducted from 1976 to 2001, and the survey of Successful and Unsuccessful Job Search Experience, conducted irregularly from 1982 to 2001. These were published as [Job Search Experience of Unemployed Persons, Australia](#) (ABS cat. no. 6222.0), and [Successful and Unsuccessful Job Search Experience, Australia](#) (ABS cat. no. 6245.0).

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JOB VACANCY SURVEY

CONTACT

Quarterly Surveys Group
Australian Bureau of Statistics, Perth
Telephone (08) 9360 5357

DESCRIPTION

Quarterly estimates of job vacancies are based on information obtained from a sample survey of employers. Data are classified by industry (including education) thus, providing a measure of demand for people in the education industry.

This survey has been suspended for the 2008–09 financial year.

Scope

Job vacancies for wage and salary earners are represented in the Job Vacancies Survey, except those:

- in the Australian permanent defence forces;
- in businesses primarily engaged in agriculture, forestry and fishing;

- in private households employing staff;
- in overseas embassies, consulates, etc.; or
- located outside Australia.

Reference Period

The third Friday of February, May, August and November.

Frequency of Collection

Quarterly

Method of collection

The sample for the Job Vacancies Survey, like most Australian Bureau of Statistics (ABS) business surveys, is selected from the ABS Business Register which is primarily based on registrations to the Australian Taxation Office's (ATO) Pay As You Go Withholding (PAYGW) scheme (and, prior to 1 June 2000, the Group Employer scheme). The population is updated quarterly to take account of: new businesses; businesses which have ceased employing; changes in employment levels; changes in industry; and other general business changes.

A sample of approximately 4,800 employers is selected from the Business Register to ensure adequate state and industry representation. The sample is updated each quarter to reflect changes in the Business Register. These changes arise from the emergence of new businesses, takeovers and mergers, changes to industry classification, changes in the number of employees, and businesses which have ceased operations. Such updating of the register can contribute to changes in the estimates of job vacancies.

DISSEMINATION

Release schedule

Quarterly, six to eight weeks after the survey reference date.

Publication

[Job Vacancies, Australia](#) (ABS cat. no. 6354.0)

Geography

Data are available for Australia, and each state and territory.

Data Service

Customised data, including a set of state/territory tables, are available on request; this is a charged service.

Other information

Descriptions of the underlying concepts of Australia's job vacancies statistics, and the sources and methods used in compiling these estimates, are presented in [Labour Statistics: Concepts, Sources and Methods](#) (ABS cat. no. 6102.0.55.001).

DATA ITEMS

General

State

Sector (private and public)

Industry (including education)

Job vacancies

Number of job vacancies

Historical Data

Comparable estimates of job vacancies are available from 1983 when the Job Vacancies and Overtime series was introduced. It replaced the previous Job Vacancy and Overtime series based on information from a sample of employers registered to pay payroll tax and from government organisations. The overtime component of the Job Vacancies and Overtime was dropped from August 1999. The overtime data are now collected as part of the [Employee Earnings and Hours Survey](#) and published in [Employee Earnings and Hours, Australia](#) (ABS cat. no. 6306.0). From November 2003, the Job Vacancies Survey no longer collects information on the number of employees. A job vacancy rate series, based on estimates of the number of employees from the Labour Force Survey, is available on request.

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LABOUR FORCE STATUS AND OTHER CHARACTERISTICS OF RECENT MIGRANTS SURVEY

CONTACT

National Migrant Statistics Unit
Australian Bureau of Statistics, Adelaide
Email: migrant.statistics.unit@abs.gov.au

DESCRIPTION

This survey collects information about the labour force status and other characteristics of 'recent migrants', including migration category, country of birth, educational attainment on arrival and whether occupation before migration was the same as current occupation. Information is also provided for people who were temporary residents who planned to stay in Australia for 12 months or more. For the purposes of the survey, recent migrants were defined as people who: were born overseas, excluding those born in New Zealand or with New Zealand citizenship; arrived in Australia after 1997, aged 15 years or over and were not an Australian citizen on arrival; and now have permanent Australian resident status.

Scope

This survey was conducted in both urban and rural areas in all states and territories, but excluded people

living in very remote parts of Australia. Also excluded were students at boarding schools, patients in hospitals, residents of homes (e.g. retirement homes, homes for people with disabilities) and inmates of prisons. This survey was restricted to 'recent migrants' as defined above, and people who were temporary residents who planned to stay in Australia for 12 months or more. The scope of the Labour Force Survey (LFS) is restricted to people aged 15 years and over, and excludes the following people:

- members of the Australian permanent defence forces;
- certain diplomatic personnel of overseas governments, customarily excluded from the census and estimated populations;
- overseas residents in Australia; and
- members of non-Australian defence forces (and their dependants), stationed in Australia.

Reference Period

November 2007

Frequency of Collection

Every three years

Method of collection

The Labour Force Status and Other Characteristics of Recent Migrants Survey was conducted throughout Australia in November 2007, as a LFS supplementary survey.

DISSEMINATION

Release schedule

Results of the November 2007 survey were released in May 2008.

Publications

[Labour Force Status and Other Characteristics of Recent Migrants, Australia](#), Nov 2007 (ABS cat. no. 6250.0)
[Technical Manual: Labour Force Status and Other Characteristics of Recent Migrants - Expanded Confidentialised Unit Record File](#), Nov 2007 (ABS cat. no. 6250.0.55.001)

Geography

Data are available for Australia, state and territory, and capital city/balance of state (excluding territories).

Data Service

[Labour Force Status and Other Characteristics of Recent Migrants - Expanded Confidentialised Unit Record File](#), Nov 2007 (ABS cat. no. 6250.0.55.001)

Data cubes (Excel files) of the publication tables are available on the ABS website. The ABS has a range of data available on request from this survey, including a microdata file. Customised data are available on request; this is a charged service.

DATA ITEMS

Demographic

State or territory of usual residence
Area of usual residence
Region of usual residence
Sex
Marital status
Relationship in household
Country of birth
Year of arrival in Australia
Region of country of last residence
Country of last residence
Age group (years)

Migration

Visa type
Citizenship
Residency status
Age on arrival
Employment prior to arrival

Education

Highest year of school completed
Level of highest non-school qualification obtained before arrival
Main field of highest non-school qualification obtained before arrival
Level of highest non-school qualification obtained since arrival
Main field of highest non-school qualification obtained since arrival
Level of highest educational attainment
Country in which qualification was obtained before arrival
Whether qualifications obtained before arrival recognised in Australia
Whether qualifications obtained before arrival are used in current employment

Labour variables

Normal labour force variables, plus the two following 'quarter month' variables
Industry of employment
Occupation in job

Historical Data

The survey was conducted in March 1984, March 1987 and September 1993; then in November of 1996,

1999, 2004, and 2007.

Labour Force Status and Other Characteristics of Migrants Surveys conducted up to and including November 1996 were restricted to migrants who arrived in Australia after 1970, were aged 18 years or more on arrival, and had obtained permanent Australian resident status. For November 1999, the survey was restricted to migrants who arrived in Australia after 1980, were aged 18 years or more on arrival, and had obtained permanent Australian resident status. For November 2004, the survey included migrants who arrived in Australia after 1984 and people who were temporary residents of Australia for 12 months or more. Differences in scope, coverage and methodology may impact on the degree to which data from the various iterations of this survey can be compared.

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LABOUR FORCE SURVEY

CONTACT

Labour Force Survey Section
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 6525
Email labourforce@abs.gov.au

DESCRIPTION

The monthly Labour Force Survey (LFS) collects information about persons aged 15 years and over, to estimate the numbers of employed and unemployed persons classified by sex, full-time/part-time status, states and territories and some age groups; and of persons not in the labour force.

A component of each monthly survey is a supplementary survey, part of the Monthly Population Survey program, which collects different data each month on particular aspects of the labour force.

Scope

The LFS includes all persons aged 15 years and over, except: members of the permanent Australian defence

forces; certain diplomatic personnel of overseas governments, customarily excluded from census and estimated population counts; overseas residents in Australia; and members of non-Australian defence forces (and their dependants) stationed in Australia.

Reference Period

The week prior to interview.

Frequency of Collection

Monthly

Method of Collection

The LFS is based on a multi-stage area sample of private dwellings (currently about 22,800 houses, flats, etc.) and a list sample of non-private dwellings (hotels, motels, etc.), and covers about 0.24% of the population of Australia. Information is obtained from the occupants of selected dwellings by specially trained interviewers using computer-assisted interviewing (CAI), whereby responses are recorded directly onto an electronic questionnaire on a notebook computer. The CAI method was implemented in 2003–04, replacing the 'pencil and paper' questionnaire method previously used.

Households selected for the LFS are interviewed each month for eight months, with one-eighth of the sample being replaced each month. The first interview is conducted face-to-face. Subsequent interviews are conducted by telephone (if acceptable to the respondent).

DISSEMINATION

Release schedule

Estimates from the LFS are published 31 days after the commencement of interviews for that month, with the exception of estimates for each December, which are published 38 days after the commencement of interviews.

Publications

[Labour Force, Australia](#) (ABS cat. no. 6202.0)

[Labour Force, Australia, Detailed - Electronic Delivery](#) (ABS cat. no. 6291.0.55.001)

[Labour Force, Australia, Detailed, Quarterly](#) (ABS cat. no. 6291.0.55.003)

Other information

Descriptions of the underlying concepts of Australia's labour statistics, and the sources and methods used in compiling these statistics, are presented in [Labour Statistics: Concepts, Sources and Methods](#) (ABS cat. no. 6102.0.55.001).

Various changes have been made to the LFS and its associated product sets since May 2007. They are sketched briefly below.

Composite Estimation, introduced May 2007: this improved method of estimation is described in the [Information Paper: Forthcoming Changes to Labour Force Statistics](#) (ABS cat. no. 6292.0). The paper also outlines detailed information on statistical impacts of composite estimation, which was introduced with the release of May 2007 labour force statistics in [Labour Force, Australia](#). At the same time, the ABS released revised historical LFS statistics based on composite estimation, back to April 2001. An updated standard error model was also introduced, to reflect the composite estimation method. The change to composite estimation has affected all LFS statistical releases (publications, spreadsheets, and data cubes).

Sample Redesign, and sample size reduction: The ABS [Information Paper: Labour Force Survey Sample Design](#), Nov 2007 (Second edition) (ABS cat. no. 6269.0) provides information on changes to the sample used for the LFS. The November 2007 edition outlines the current sample design used in the survey, based on 2006 Census data. The second edition (released July 2008) provides supplementary information about a further reduction in sample size, which took effect from the July 2008 survey (statistics released in August 2008).

Revised Population Benchmarks: from the February 2009 issue onwards, LFS estimates in [Labour Force, Australia](#) (ABS cat. no. 6202.0) and associated LFS releases have been compiled using population benchmarks based on results from the 2006 Census. Likewise, revised LFS Statistical Region boundaries were adopted then. The February 2009 issue also saw full implementation of the latest classifications of occupation and industry in the 'quarter month' surveys (February, May, August, and November). These are coded respectively to [ANZSCO – Australian and New Zealand Standard Classification of Occupations, First Edition, 2006](#) (ABS cat. no. 1220.0), and the [Australian and New Zealand Standard Industrial Classification \(ANZSIC\), 2006](#) (ABS cat. no. 1292.0). Industry data, backcast to ANZSIC 2006 from the November 1984 survey onwards, were also released with the February 2009 issue.

Geography

Data are available for Australia, and each state and territory.

Data service

An extensive data service, including microdata, is available for the LFS. Customised data are available on request; this is a charged service.

A spreadsheet allowing calculation of standard errors for estimates from the LFS is available in [Labour Force Survey Standard Errors, Data Cube](#), Sept 2008 (ABS cat. no. 6298.0.55.001).

Time series data corresponding to the monthly LFS publication tables are now available on the 'Downloads' tab of [Labour Force, Australia](#) (ABS cat. no. 6202.0).

LFS microdata with education content is documented in [Labour Force Survey and Labour Mobility, Australia: Basic and Expanded Confidentialised Unit Record Files, Technical Manual](#), Feb 2008 (ABS cat. no. 6202.0.30.005).

DATA ITEMS

Demographic

State or territory of usual residence

Area of usual residence

Region of usual residence

Sex

Marital status

Relationship in household

Country of birth and period of arrival

Age group (years)

Labour force status

Status in employment

Industry

Occupation

Looking for work

Education

Participation in education

Historical Data

From April 2001 the Labour Force Survey has been conducted using a redesigned questionnaire containing additional data items and some minor definitional changes (such as unemployed persons). For further details, see [Information Paper: Forthcoming Changes to Labour Force Statistics](#) (ABS cat. no. 6292.0), released in December 2003.

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LABOUR MOBILITY SURVEY

CONTACT

Labour Market Section
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 7206

DESCRIPTION

The Labour Mobility Survey collects information about people aged 15 years and over who, within the 12 months prior to the survey, either had a change of employer/business in their main job, or had some change in work with their current employer/business for whom they had worked for one year or more. The Labour Mobility Survey was most recently conducted as the February 2008 supplementary survey to the Labour Force Survey (LFS).

The Labour Mobility Survey also provides information about people who had ceased their last job, as well as duration of last and current job.

Scope

The scope of the Labour Mobility Survey was expanded in 2006 to include all people aged 15 years and over (instead of 15–69 years). Of those in-scope of the LFS, the Labour Mobility questions are asked of those who, within the prior 12 months, either had a change of employer/business in their main job, or had some change in work with their current employer/business for whom they had worked for one year or more. Data items and populations that referred to locality, which were included in previous surveys, have not been collected since the February 2004 survey.

The scope of the LFS is restricted to persons aged 15 years and over, and excludes the following people:

- members of the Australian permanent defence forces;
- certain diplomatic personnel of overseas governments, customarily excluded from the census and estimated populations;
- overseas residents in Australia; and
- members of non-Australian defence forces (and their dependants).

The survey is conducted in both urban and rural areas in all states and territories, but excludes people living in very remote parts of Australia. Students at boarding schools, patients in hospitals, residents of homes (e.g. retirement homes, homes for people with disabilities), and inmates of prisons are also excluded.

Reference Period

The 52 weeks up to the end of the week prior to interview.

Frequency of Collection

Biennial

Method of collection

The Labour Mobility survey is conducted throughout Australia in February as a supplement to the ABS monthly Labour Force Survey (LFS). Information is collected from a responsible adult on behalf of household members. Trained interviewers conduct most interviews (70%) over the telephone, and the remainder are conducted face-to-face.

People who have worked with their current employer/business for less than 12 months, are asked whether they have changed their employer/business in the previous 12 months. Those who have changed employer/business are then asked if they have changed their occupation, industry, usual hours worked or employment type between their last and current employer/business.

Those who have not changed their employer/business in the previous 12 months consist of people who are working with their current employer/business for less than 12 months and reported they had not changed, and those people who have worked with their employer/business at February 2008 for one year or more.

DISSEMINATION

Release schedule

The results of supplementary surveys are released approximately six months after the survey reference period.

Publications

[Labour Mobility, Australia](#), Feb 2008 (ABS cat. no. 6209.0)

[Labour Force Survey and Labour Mobility, Australia: Basic and Expanded Confidentialised Unit Record Files, Technical Manual](#), Feb 2008 (ABS cat. no. 6202.0.30.005)

Geography

Data are available for Australia, states and territories.

Data Service

The publication tables are available as Excel data cubes, with each table of estimates matched by a relative standard error table. Customised tables are available on request, as a charged service.

[Microdata: Labour Force Survey and Labour Mobility, Basic and Expanded CURF, Australia, 2008](#), Feb 2008 (ABS cat. no. 6202.0.30.004) contains data from both the LFS and the related Labour Mobility supplementary survey.

DATA ITEMS

Demographic

State or territory of usual residence

Area of usual residence

Region of usual residence

Sex

Age group

Marital status

Relationship in household

Country of birth

Year of arrival in Australia

Education

Highest year of school completed

Level of highest non-school qualification

Level of highest educational attainment

Labour variables

Normal labour force variables, plus

Industry of employment

Historical Data

Results of similar surveys, conducted in November 1972, February 1975 and 1976, annually from February 1979 to February 1992, then biennially from February 1994 to February 2004, were published in [Labour Mobility, Australia](#) (ABS cat. no. 6209.0). Results of the biennial surveys (1994–2004) can be downloaded from the 'Past & Future Releases' tab of the electronic publication.

The introduction of ANZSCO First Edition and ANZSIC 2006 have meant that data relating to change in occupation and industry in the February 2008 survey are not comparable with previous years.

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SURVEY OF EMPLOYEE EARNINGS AND HOURS

CONTACT

Labour Statistics Centre
Australian Bureau of Statistics, Perth
Telephone (08) 9360 5305

DESCRIPTION

The Survey of Employee Earnings and Hours provides detailed statistics on the composition and distribution of employee earnings and hours paid for. The survey collects information on the characteristics of employers, such as industry and sector, and their employees, such as occupation, type of employee, and method of setting pay. This information is used to provide comprehensive statistics about earnings and hours paid for, for various groups of employees, for example classified by industry, occupation and pay setting method.

The measure of employee earnings for estimates in the 2006 publication is regular wages and salaries in cash, that is, cash earnings. It includes amounts salary sacrificed. The estimates have been produced in accordance with the revised conceptual framework for measures of employee remuneration, as outlined in [Information Paper: Changes to ABS Measures of Employee Remuneration](#) (ABS cat. no. 6313.0). This differs from estimates provided in previous publications of this series in that amounts salary-sacrificed by employees,

that were previously excluded, have now been included in estimates of ordinary time cash earnings and total cash earnings.

Scope

The survey covered all employing organisations in Australia (public and private sectors) except:

- businesses primarily engaged in Agriculture, forestry and fishing;
- private households employing staff; and,
- foreign embassies, consulates, etc.

The employees of employers covered in the survey are in scope if they received pay for the reference period, except:

- members of the Australian permanent defence forces;
- employees based outside Australia; and
- employees on workers' compensation who are not paid through the payroll.

Reference Period

May

Frequency of Collection

Biennial. The survey was most recently conducted in August 2008. Results for the 2008 survey are expected to be available in June 2009.

Method of Collection

A sample of approximately 9,000 employer (selection) units was selected from the ABS Business Register for the May 2006 survey. Employers provided data for a sample of their employees. Data for approximately 57,000 employees contributed to the May 2006 survey.

DISSEMINATION

Release schedule

Publications from the survey are released in the year following the reference period.

Publications

[Employee Earnings and Hours, Australia, May 2006](#) (ABS cat. no. 6306.0)

Geography

Data are available for Australia, and each state and territory.

Data service

Customised reports, in a variety of formats, are available from the ABS upon request.

DATA ITEMS

Variables

States and territories

Sector

Level of government (public sector)

Age (adult or junior)

Employee status (full-time or part-time)

Sex

Managerial status (managerial or non-managerial)

Type of employee (permanent, fixed term, casual)

Occupation (ANZSCO First Edition and ASCO Second Edition)

Industry (ANZSIC 1993)

Employer unit size

Methods of setting pay

Educational occupations - ANZSCO First Edition

(Note that the availability of data at this detailed level is limited by the size of the sample)

Education, Health and Welfare Services Managers

School Principals

Other Education Managers

Education Professionals

School Teachers

Early Childhood (Pre-primary school) Teachers

Primary School Teachers

Middle School Teachers

Secondary School Teachers

Special Education Teachers

Tertiary Education Teachers

University Lecturers and Tutors

Vocational Education Teachers

Miscellaneous Education Professionals

Education Advisers and Reviewers

Private Tutors and Teachers

Teachers of English to Speakers of Other Languages

Education Aides

Educational industry - ANZSIC 1993

(Note that the availability of data at this detailed level is limited by the size of the sample)

Education

Preschool Education

School Education

Post School Education

Other Education

Historical Data

The collection began in 1974 and was conducted annually until 1981, when a government decision was made to continue the survey on a biennial basis. As a result, no survey was run in 1982 or 1984. However, in 1986, it was resumed on an annual basis until up to and including the 1996 collection, after which it reverted to a biennial collection. Results from surveys conducted after 1981 are not strictly comparable with those from surveys conducted between 1974 and 1981.

Note: The Survey of Employee Earnings and Hours was not designed as a time series, so caution should be exercised when comparing data between different years.

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SURVEY OF EMPLOYMENT ARRANGEMENTS, RETIREMENT AND SUPERANNUATION

CONTACT

Labour Market Statistics
Australian Bureau of Statistics
Telephone (02) 6252 7206

DESCRIPTION

The 2007 Survey of Employment Arrangements, Retirement and Superannuation (SEARS 2007) was conducted throughout Australia between April and July 2007. The survey collected detailed information about employment arrangements, work and caring, retirement and retirement intentions, superannuation coverage and other characteristics.

Besides basic demographic characteristics and income, SEARS 2007 collected information to describe:

- the diversity of employment arrangements in Australia, including the types of employment people have, aspects of job stability and flexibility, and working patterns;
- the working arrangements that people use, or would like to use, to balance their work and caring responsibilities;

- plans that people aged 45 years and over have for retirement, including transitions to retirement, expected sources of income at retirement, reasons for retiring and retirement income; and
- the superannuation coverage of individuals, including superannuation contributions and account balances.

Scope

The scope of SEARS 2007 includes persons aged 15 years and over who were usual residents of private dwellings throughout Australia, excluding the very remote areas, and covering about 97 per cent of the people living in Australia. Private dwellings are houses, flats, home units, caravans, garages, tents and other structures that are used as places of residence at the time of interview. Long-stay caravan parks are also included. These are distinct from non-private dwellings which include hotels, boarding schools, boarding houses and institutions.

Reference Period

Different reference periods were used for collecting various components of SEARS 2007 data, to correspond with information that would be readily available to respondents of the survey. Labour force status was determined on the basis of activity in the week prior to the interview. Details of employment arrangements were generally collected on a 'usual working arrangements' basis. Income data were collected using the last financial year as the reference period for business and property income, and the last pay period for wages and salaries and other sources of private income. The preferred reference period for collection of superannuation data was the 2005-2006 financial year. However, where information was not available for this period, information was accepted for other periods, providing they commenced no earlier than 1 July 2004.

Frequency of Collection

A similar survey was conducted in 2000, and the next SEARS is planned to be conducted in 2013.

Method of Collection

The majority of the survey information was collected directly from respondents by trained interviewers using computer assisted interview (CAI) technology. Questions related to household composition and tenure were asked of an adult (18 years old or over), and then all usual residents aged over 15 years in the selected households were separately interviewed.

Some respondents who were unable to refer to appropriate superannuation records chose to authorise their superannuation fund to provide specific information to the ABS, on behalf of the fund member, about their superannuation contributions and balances.

DISSEMINATION

Release schedule

Results of SEARS 2007, were released in November 2008.

Publications

[Employment Arrangements, Retirement and Superannuation, Australia](#), Apr to Jul 2007 (ABS cat. no. 6361.0)
[User Guide: Employment Arrangements, Retirement and Superannuation, Australia](#), April to July 2007 (ABS cat. no. 6361.0.55.002)

Geography

Information is available for Australia, the states and territories.

Data Service

The data service for this survey includes state tables, data cubes of publication tables and of relative standard errors, a microdata file, and data available on request (table requests).

[Employment Arrangements, Retirement and Superannuation: State Tables](#), Apr to Jul 2007 (ABS cat. no. 6361.0.55.003)

[Datacubes: Employment Arrangements, Retirement and Superannuation, Australia](#), April to July 2007 (ABS cat. no. 6361.0.55.004)

[Microdata: Employment Arrangements, Retirement and Superannuation, Expanded CURE, Australia](#), Apr to Jul 2007 (ABS cat. no. 6361.0.55.001)

DATA ITEMS

Education items

Level of highest non-school qualification
Main field of highest non-school qualification
Level of highest educational attainment
Full- or Part-time study status (current study)
Educational institution type (current study)

Other topics

Demographics and Housing
Employment
Working patterns and preferred working arrangements
Job stability and flexibility
Contract work
Home based work
Time stress
Retirement and retirement intentions
Previous employment
Income and sources of income
Superannuation
Caring responsibilities
Working arrangements used for caring responsibilities

Historical Data

SEARS was a follow up of the Survey of Employment and Superannuation (SEAS) conducted in 2000. SEARS 2007 had a similar focus to SEAS 2000 and collected a similar range of data. However data items are not strictly comparable, due to changes in the survey scope, methodology and concepts.

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UNDEREMPLOYED WORKERS SURVEY

CONTACT

Labour Market Section
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 7206

DESCRIPTION

The Underemployed Workers Survey provides information about workers who are not fully employed, i.e. part-time workers who indicate that they would prefer to work more hours, and full-time workers who did not work full-time hours in the reference period for economic reasons. This group includes 'time-related underemployed' workers. Measures of underemployment supplement other measures of labour market slack, such as the number of unemployed persons and discouraged job seekers.

While estimates of underemployed workers are also available from the Labour Force Survey each quarter (February, May, August and November), this supplementary survey provides greater detail on the characteristics and the job search activities of this important segment of labour underutilisation. The data also provide important support to policy formulation, as well as for labour market forecasts, and are an important source for those concerned with employment policy initiatives, and benefit and support programs.

Scope

The scope of the LFS survey is restricted to persons aged 15 years and over, but excludes the following people:

- members of the permanent Australian defence forces;
- certain diplomatic personnel of overseas governments, customarily excluded from the census and estimated populations;
- overseas residents in Australia;
- members of non-Australian defence forces (and their dependants);
- students at boarding schools and patients in hospitals;
- residents of homes (e.g. retirement homes, for people with disabilities); and
- inmates of prisons.

Reference Period

September

Frequency of Collection

Annual

Method of collection

The Underemployed Workers Survey is conducted throughout Australia in September as a LFS supplementary survey. Information is collected from a responsible adult on behalf of household members. Trained interviewers conduct most interviews (70%) over the telephone, and the remainder are conducted face-to-face.

DISSEMINATION

Release schedule

The results of supplementary surveys are released approximately six months after the survey reference period.

Publications

[Underemployed Workers, Australia](#) (ABS cat. no. 6265.0)

Other information

The concept of 'underemployment', and the ABS underemployment framework, are fully explained in Chapter 5 of [Labour Statistics: Concepts, Sources and Methods](#) (ABS cat. no. 6102.0.55.001).

Geography

The survey is conducted in both urban and rural areas in all states and territories, but excludes people living in very remote parts of Australia. Data are available for Australia, state and territory, and capital city/balance of state (excluding territories).

Data Service

Customised tables are available from the ABS upon request, as a charged service.

DATA ITEMS

Demographic

State or territory of usual residence

Area of usual residence

Region of usual residence

Sex

Marital status

Relationship in household

Country of birth

Year of arrival in Australia

Age group

Education

Level of highest educational attainment

Historical Data

The Underemployed Workers Survey was conducted in May 1985, 1988 and 1991. In 1994 it became an annual survey, collected each September. Results of the 1996 and later surveys may be downloaded from the 'Past & Future Releases' tab of [Underemployed Workers, Australia](#) (ABS cat. no. 6265.0).

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AUSTRALIAN EARLY DEVELOPMENT INDEX

CONTACT

Centre for Community Child Health
The Royal Children's Hospital, Melbourne
Parkville Vic 3052
Telephone 1300 558 422
Email: australian.edi@rch.org.au
Website www.aedi.org.au

DESCRIPTION

The Australian Early Development Index (AEDI) measures how young children are developing in defined Australian 'communities'. It provides a population measure of children's development at the time they start primary school. The primary aim of the AEDI is to provide data to help communities in the development and reorientation of services and systems to enable them to improve the health and wellbeing of young children.

The AEDI is based on the scores from a teacher-completed checklist, with over 100 questions covering five developmental domains: physical health and well-being, social competence, emotional maturity, language and cognitive skills, and communication skills and general knowledge. AEDI results relate to the children's area of

residence. It is designed for use with whole populations of children within a geographic area. The AEDI is analysed at the local community level (i.e. suburb or small area locality).

Scope

The AEDI population is all children in the first year of full-time primary schooling within a community or a geographic area.

Reference Period

May to July of each year (the second school term).

Frequency of Collection

Triennial national collection, commencing 2009.

Method of Collection

Each child in the class is assessed against a checklist by a teacher who has known that child for at least one month. Children are not required to be present during the assessment. Data are input by the teacher, using a secure online system.

DISSEMINATION

Release schedule

Results are published late in the reference year.

Publications

Community profiles (tables or maps)
Interactive on-line mapping

Geography

Information is available for defined 'communities', such as a suburb, and for individual schools.

Data Service

Data in other forms may be available on request.

DATA ITEMS

Number of children

Sexes of children (number of boys, of girls)

Children with English as a second language

Indigenous children

For each of the five domains:

- Developmentally vulnerable children (number and proportion)
- Children performing well (number and proportion)

Summaries across the domains:

- Children vulnerable on one or more domains (number and proportion)
- Children performing well on one or more domains (number and proportion)

Historical Data

The AEDI is being implemented nationally, commencing in 2009. Some data for the period 2004–07 are available on the AEDI website, relating to selected localities in all states and the ACT.

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CENSUS OF CHILD CARE SERVICES

CONTACT

Performance and Analysis Branch
Office of Early Childhood Education and Child Care
PO Box 9880, Canberra City 2601
Telephone 13 36 84
Email childcare.census@deewr.gov.au
Website www.office.mychild.gov.au

DESCRIPTION

The Australian Government Census of Child Care Services was conducted regularly from 1986 to 2006. The information provided in the Census is the most comprehensive data available on Australian Government approved and funded child care. It is used extensively for monitoring growth, operation of services and assisting in policy formulation and planning. The most recent Census was conducted in May 2006, and collected information about child care users, staff and carers, and some operational details of child care services. The information was collected for the following nine service types:

- Aboriginal Playgroups and Enrichment Programs,
- Family Day Care Schemes,

- In Home Care Schemes,
- Long Day Care Services,
- Mobiles and Toy Libraries,
- Multifunctional Aboriginal Children's Services (MACS),
- Occasional Care Services,
- Outside School Hours Care Services, and
- Vacation Care Services.

The Census also collected information about specific financial or other support types within the Australian Government's child care assistance program. Most of these assist the services to provide certain types of care. These specific support types were the:

- Child Care Benefit (CCB) for approved care, which is paid to families or direct to an approved service,
- Disabled Supplementary Services Program (DSUPS),
- Inclusion Support Subsidy (ISS),
- Inclusion and Professional Support Program (IPSP),
- Special Needs Subsidy Scheme (SNSS), and the
- Supplementary Services (SUPS) Program.

Scope

Australian Government approved and funded (licenced) child care services. Some forms of Australian Government supported child care services are also in-scope. Services in scope cater both for children younger than school starting age, and for school-aged children (e.g. vacation care services).

Reference Period

In the 2006 collection, the reference week for most services was 8–14 May 2006. However for vacation care services, the reference week was dictated by the dates of school holidays in each state or territory, occurring between June and July across the jurisdictions.

Frequency of Collection

Biennial, until 2006. Current data were collected from selected services by a small-scale survey conducted in late 2008.

Method of Collection

Data were collected mainly by an electronic form. A paper questionnaire was provided to services for which computer-based collection was impractical. The data requested varied in volume and complexity, depending on the type of service.

DISSEMINATION

Release schedule

Data from the 2006 collection were released in 2008.

Publications

The following publications are available from the website of the Office of Early Childhood Education and Child Care

2006 Australian Government Census of Child Care Services - Summary Booklet

2006 Australian Government Census of Child Care Services - (full report)

Geography

Information is published for Australia and the states or territories.

Data Service

Data in other forms may be available on request.

DATA ITEMS

The 2006 Census of Child Care Services collected information about children in child care services, their families, caregivers, child care services and their staff.

Child

Number of children in care

Number of families with children in care

Ages of children

Sex of children

Percentage of CCB (if applicable) provided for child during collection week

Preschool received as a service activity

Children taken out to preschool

Hours charged for child during collection week

Actual hours of attendance during collection week

Attendance at school

Pattern of attendance at MACS

Fees paid for child at MACS

Overnight care

Weekend care

Need for and areas of additional assistance

Family

Family type

Parental/Guardian working arrangements

Number of children eligible for CCB in child's family

Priority group memberships, including parent(s) with a disability, Aboriginal or Torres Strait Islander, etc.

Staff

Number of staff
Sex
Age
Cultural background
Selected labour force characteristics
Field of study of highest qualification
Highest level of attainment in a children's services related field
Current study
In-service training in the year prior to the reference week

Child Care Service

This information from the 2006 Census covers all service types, and may relate to some services only.

Operation of service
Fees
Usual hours per session
Assistance
Levies charged to parents (e.g. administration levy, caregiver levy)
Funding from Australian Government Child Care Support Program
Type of services to which Australian Government Child Care Support Program relates
Places offered
Provides preschool program in-house
Number of children taken to local preschool

Historical Data

The Census of Child Care Services was first conducted in 1986. The website of the Office of Early Childhood Education and Child Care offers the results of six previous Censuses (2004, 2002, 2001, 1999, 1997, and 1996). The 2006 Census saw the introduction of a number of Children's Services National Minimum Data Set items. Resultant definitional changes to the classification of staff mean that 2006 Census data on staff roles is not comparable with previous years.

Other information

As of December 2008, the future of the collection was under review, because much of the data can now be provided from administrative sources. Future collections are likely to be surveys, rather than census collections.

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CHILDHOOD EDUCATION AND CARE SURVEY

CONTACT

National Centre for Education and Training Statistics
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 6404
Email melissa.mccloskey@abs.gov.au

DESCRIPTION

The ABS's Childhood Education and Care Survey (CEaCS), was conducted throughout Australia in June 2008 as a supplement to the monthly Labour Force Survey (LFS). CEaCS was developed from the ABS Child Care Survey, which was last conducted in June 2005.

The major aims of CEaCS were to collect data on the use of, and need for, child care and early childhood education for children aged under 13 years. Information was also collected on the use of the Child Care Benefit (CCB) and the income, educational attainment and working arrangements of parents with children aged under 13 years. In 2008, data were also collected on the informal learning activities in which children may participate with parents or other people. CEaCS examines participation in early childhood education in both preschools and child care settings. The survey also allows assessment of needs for preschool programs

and provides information on communication of learning outcomes to parents. This survey provides a timely picture of early childhood education, to inform debate and decision-making in this area.

The Child Care survey has been conducted by the ABS every 3-4 years from 1969, and consequently has a rich time series available.

Scope

Information was collected in relation to children aged 0-12 years living in private dwellings. The survey excluded children visiting the dwelling and students at boarding school. Persons excluded from the LFS are:

- members of the Australian permanent defence forces;
- certain diplomatic personnel of overseas governments, customarily excluded from censuses and surveys;
- overseas residents in Australia; and
- members of non-Australian defence forces (and their dependents) stationed in Australia.

In households where all adults were out of scope of the LFS, no information was obtained for CEaCS. However, as long as at least one adult in the household was in scope for the LFS, information about children aged 0-12 years and some information about their parents were able to be included in CEaCS. The survey was conducted in both urban and rural areas in all states and territories, but excluded persons living in very remote parts of Australia who would otherwise have been within the scope of the survey.

Reference Period

Interviews were conducted over a two-week period between 9-21 June 2008. Information collected about the use of child care, and attendance at preschool, in a reference week related to the week prior to interview; except in Tasmania where school holidays prohibited this and the reference period 26 May to 1 June 2008 was used.

Frequency of Collection

Three yearly

Method of collection

In each selected household, detailed information about the child care arrangements for each child was collected for a maximum of two children. Information was obtained from an adult who permanently resided in the selected household and was either the child's parent, step-parent or guardian. In selected households with more than two children aged 0-12 years, two children were randomly selected and the complete set of child care information was collected for them. Summary information was collected for any additional children, including the number attending child care; Child Care Benefit arrangements; and the cost of formal and informal care.

DISSEMINATION

Release schedule

The Childhood Education and Care Survey publication and microdata file (confidentialised unit record file) were released on the ABS website on 29 July 2009.

Publications

[Childhood Education and Care, Australia, June 2008](#) (ABS cat. no. 4402.0)

[Child Care, Australia](#), June 2005 (ABS cat. no. 4402.0)

Geography

Data are available for Australia, state and territory, and capital city/balance of state (excluding territories). Two additional variables, linked to the 2006 Census of Population and Housing findings, are also available. The first, the Index of Relative Socio-Economic Disadvantage, is outlined in the [Information Paper: An Introduction to Socio-Economic Indexes for Areas \(SEIFA\)](#), 2006 (ABS cat. no. 2039.0). The second, the Remoteness Areas defined for the 2006 Census, are defined in Chapter 8 of [Statistical Geography Volume 1 - Australian Standard Geographical Classification \(ASGC\), Jul 2006](#) (ABS cat. no. 1216.0). While the Remoteness Areas are based on distance, the SEIFA Indexes are derived from Census data about the residents of an area.

Data Service

Customised tables are available on request, including a set of state/territory tables. For users who wish to undertake more detailed analysis of the survey data, microdata is available in the form of a confidentialised unit record file (CURF). The CURF is only available via the Remote Access Data Laboratory (RADL), which is a secure Internet-based data query service. Technical information describing the content and use of the CURF is available in the Technical Manual.

[Microdata: Childhood Education and Care, Expanded CURF, Australia, June 2008](#) (ABS cat. no. 4402.0.55.001)

[Childhood Education and Care, Expanded CURF, Australia, Technical Manual, June 2008](#) (ABS cat. no. 4402.0.55.002)

DATA ITEMS

The CEaCS dataset contains some 200 variables, grouped into the following topics—

Demographic topics

- Household characteristics
- Family characteristics
- Parents' characteristics
- Children's characteristics

Child care or education topics

- Child care and preschool arrangements
- Types of care arrangements used

Formal education
Formal childcare
Childcare arrangements for specific formal care types
Requirements for Long day care or Preschool
Requirements for additional formal care
Alternative care and work arrangements to help with children's needs
Special education needs
School adjustment
Vacation (school holiday) care
Informal care arrangements
Parental involvement in informal learning activities
Informal learning

Economic variables, such as family income, and the costs of child care, are also available.

Historical Data

The survey was initially conducted in May 1969, then in May 1973, May 1977, June 1980, and November 1984; then three-yearly from 1987 onwards, mainly in June. The topic was collected in November of 1990, and March of 1996. The survey age scope changed in 2005, to children aged under 13 years. The previous surveys covered children aged under 12 years only.

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NATIONAL PRESCHOOL CENSUS

CONTACT

Schools Data Services Unit

Department of Education, Employment and Workplace Relations (DEEWR)

Telephone (02) 6240 9281

Email lars.stahre@deewr.gov.au

Website www.deewr.gov.au

DESCRIPTION

The National Preschool Census is a national collection of preschool student enrolments, with a focus on Indigenous students. It is conducted to monitor the effectiveness of one of the aims of the Indigenous Education Strategic Initiatives Program (IESIP), which is to increase Aboriginal and Torres Strait Islander preschool participation. The collection is also used as the basis for allocation of IESIP funds to preschools.

Scope

The collection covers government preschools which are included on each jurisdiction's census list. Non-government establishments involved in the provision of preschool education, registered preschools and

centres offering an educational program are also included.

The collection counts students as enrolled if they were on the roll during the census week, and had attended a preschool education program in the last month.

Reference Period

The first week in August.

Frequency of Collection

Annual

Method of Collection

There are two parts to the collection. First, forms are despatched to registered non-government preschools, using the list provided by state and territory registration authorities. All preschools are asked to return the form, even if they do not have any Indigenous enrolments in the census week. If the preschools do have Indigenous enrolments, they are required to complete an extra questionnaire. Preschools are given approximately four weeks to return the questionnaire. Telephone follow-up of non-respondents is undertaken.

Secondly, government data and data in respect of Victorian non-government preschools are requested directly from the relevant state or territory government authority.

DISSEMINATION

Release Schedule

Data are released in the year following the reference year.

Publications

National Preschool Census, Aboriginal and Torres Strait Islanders and All Students. Data Analysis Australia, Perth, for DEEWR.

Geography

Information is available for Australia, all states and territories, Statistical Districts and MCEETYA classification

areas of Metropolitan, Provincial and Remote. For some data other geographical levels may be available, depending on confidentiality.

Data Service

For data requests, refer to the contact officer.

DATA ITEMS

Preschool details

State or territory

Statistical District of preschool

Metropolitan, Provincial, or Remote (Ministerial Council for Education, Employment, Training and Youth Affairs [MCEETYA] classification)

Government or non-government

Number of Indigenous students enrolled in preschool education programs

Number of all students enrolled in preschool education programs

Number of Indigenous children currently on the waiting list

Number of all children currently on the waiting list

Whether also offered a childcare program

Number of staff

Number of Indigenous staff

Indigenous students

Date of birth

Number of sessions attending

Total hours enrolled

Whether expects to enrol in school next year

All Students

Age

Sex

Indigenous identifier

Government or non-government preschool

State or territory

Metropolitan, Provincial, or Remote

Statistical District of preschool

Staff

Teaching Staff, Teaching Aides, or Other

Indigenous identifier

Historical Data

The National Indigenous Preschool Census, which was conducted from 1983 onwards, was expanded in 2005 to include all students. Comparable Indigenous data are available from 2001 onwards.

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NATIONAL ASSESSMENT PROGRAM: LITERACY AND NUMERACY (NAPLAN)

CONTACT

Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA)

Telephone (03) 9639 0588

Email naplan@curriculum.edu.au

Website www.naplan.edu.au

DESCRIPTION

National assessments of the literacy and numeracy attainment of school students were previously collated from state and territory based assessments. From May 2008, annual national tests will be held in literacy and numeracy for all students in Years 3, 5, 7 and 9. All students across Australia now undertake the same year level tests in the four domains: reading, writing, language conventions (spelling, grammar and punctuation), and numeracy.

Scope

The full cohort of students in Years 3, 5, 7 and 9 of schooling, in each calendar year.

Reference Period

May each year, from 2008.

Frequency of Collection

Annual

Method of Collection

The tests are administered at schools. To ensure that all students sit the tests under the same conditions, schools and teachers are provided with Test Administration Manuals. Testing is conducted under the auspices of the (school) education department in each jurisdiction.

DISSEMINATION

Release schedule

Individual reports for participating students are provided in September, together with a data package for each school. The National Summary Report is released publicly shortly before the student reports and school packages. A more detailed public report is released late in the reference year.

Publications

Student reports: a report for each participating student, showing attainment on the four domains, is provided to the school and the student's parents or carers.

National Summary Report: Achievement in Reading, Writing, Language Conventions and Numeracy 2008, Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), Melbourne.

Geography

Information is available for Australia, the states, and the territories.

Data Service

Data is available on request.

DATA ITEMS

Nationally comparable test scores for school students, in the domains of reading, writing, language conventions, and numeracy. From 2008, test scores for each domain are provided on a common scale spanning Years 3, 5, 7 and 9.

Historical Data

Data are available from 1999 onwards. However the new NAPLAN scale (2008 onwards) is not directly comparable with previous state- and territory-based tests.

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NATIONAL SCHOOLS STATISTICS COLLECTION - NON-FINANCE DATA

CONTACT

National Centre for Education and Training Statistics
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 7793

DESCRIPTION

The National Schools Statistics Collection (NSSC) is a collaborative arrangement between state, territory and Australian Government education departments. It is managed by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), Performance Measurement and Reporting Taskforce (PMRT), of which the ABS is a member. NSSC data can be grouped into three main areas: the finance collection; the non-finance collection; and the annual and special reporting, coordinated and published by the MCEETYA Secretariat on its official website. 'Non-finance' data relate to counts of schools, school staff, and school students.

The non-finance data collection is coordinated, processed and disseminated by the ABS with the detailed assistance of state and federal education departments. It provides annual, nationally comparable data for government and non-government schools in all states and territories. Information is provided on the number

and characteristics of schools, students and staff. These data are derived from the annual Schools Census enumerated each August by the responsible authorities.

Scope

Establishments which have schooling as their major activity: the administration and/or provision of full-time day primary, secondary or special school education; and primary or secondary school distance education. Students at these establishments, and staff engaged in duties relating to these establishments, are also in-scope. Emergency and casual relief staff are excluded from staffing estimates.

Reference Period

The reference date, and Schools Census enumeration date, for the collection is the first Friday of August each year, or as near as possible to that date as determined by each administrative system. The age reference date is 1 July of the reference year, for all states and territories.

Frequency of Collection

Annual

Method of Collection

The government series derives from annual censuses conducted by the respective state and territory Departments of Education. The non-government series derives from an annual census conducted for the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) by the schools or the systems with which they are affiliated. State and territory departments' census methodologies vary from accessing central administration records to direct collection of data from schools. Selected variables from these censuses are provided to the ABS, in aggregated form.

DISSEMINATION

Release Schedule

From 2009, summary results are to be released by the ABS in a preliminary publication in late January of the year after the reference year. A final publication is expected no later than mid-March after the reference year.

Publication

[Schools, Australia, Preliminary, 2008](#) (ABS cat. no. 4220.0).

[Schools, Australia, 2007](#) (ABS cat. no. 4221.0).

Further data are published by MCEETYA in the annual *National Report on Schooling in Australia*, which is available as a free download from the MCEETYA website, www.mceetya.edu.au.

Geography

Data are available for Australia and each state and territory.

Data Service

Data collected for the NSSC are available in *Schools, Australia*, with more detailed tabulations (data cubes) freely available electronically under the 'Details' tab. Customised data are available on request. This is a charged service.

DATA ITEMS

Schools

Number

Category (government, non-government)

Non-government affiliation (Catholic, Independent)

Level (primary, secondary, combined)

Size, by primary and secondary full-time equivalent (FTE) enrolments

State

Staff

Number and FTE

Sex

Function (teaching or non-teaching)

Category of school at which employed (government, non-government)

Affiliation, if non-government school employee (Catholic, Independent)

Level of teaching (primary, secondary)

School/non-school

State or territory

Students

Full-time, part-time, and FTE

Age

Sex
Indigenous status
Category of school attended (government, non-government)
Affiliation, if non-government school (Catholic, Independent)
Level (primary, secondary)
Year of school education (e.g., Year 12, Year 9)
State or territory

Derived statistics relating to students

Apparent continuation rates, full-time and part-time students
Apparent progression rates, full-time students
Apparent retention rates, full-time students, total students
Student (FTE basis) to Teaching staff (FTE basis) ratios
School student participation rates (by age)

Other data

Other variables, and more detailed geography, may be available on request from the MCEETYA Secretariat, and from DEEWR in respect of non-government schools.

Historical Data

The NSSC was first conducted in its current form in 1981. Prior to the implementation of the NSSC, the data were not necessarily comparable between states and territories. With the implementation of the NSSC, the concepts, definitions, classifications and coverage were revised. New collection arrangements were implemented in 1981 for government series and in 1984 for non-government series. Publications dating back to 1960 are available on the ABS website.

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NON-GOVERNMENT SCHOOLS CENSUS

CONTACT

Schools Data Services Unit

Department of Education, Employment and Workplace Relations (DEEWR)

Telephone (02) 6240 9281

Email lars.stahre@deewr.gov.au

Website www.deewr.gov.au

DESCRIPTION

The Australian Non-government Schools Census provides information on the number of schools, students, teaching and non-teaching staff in non-government systemic, independent and special schools. These data are used to determine the Australian Government per capita recurrent funding of the non-government school sector. Selected data from the Non-government Schools Census are provided to the finance and non-finance National Schools Statistics Collection (NSSC) collections for the purposes of producing national estimates. The Non-government Schools Census collects detailed data on the affiliations of schools; the numbers and major functions of staff; and student age, sex, grade, those who speak English as a second language, and on students with disabilities.

Scope

Non-government schools, their students and permanent staff.

Reference Period

August each year

Frequency of Collection

Annual

Method of Collection

Data are collected from each establishment by DEEWR, via the internet.

DISSEMINATION

Release schedule

Public release of the data occurs in February the following year.

Publications

[Schools, Australia, 2007](#) (ABS cat. no. 4221.0) – selected non-finance data.

National Report on Schooling in Australia, downloadable from the MCEETYA website, www.mceetya.edu.au.

Geography

Information is available for Australia and all states and territories.

Data Service

Customised data are available on request.

DATA ITEMS

School

Characteristics of school or campus
Type of school or campus
Type of special school
Whether boarding facilities are provided
Affiliation of school

Staff

Number, headcount and full-time equivalent (FTE)
Full-time or part-time employment
Function (teaching or non-teaching)
Sex
Year level taught

Students

Number of students, including FTE
Primary or secondary
Full-time or part-time enrolment
Age
Sex
Indigenous status
Year level
Disability indicator
English as a second language indicator
Full-fee paying overseas
Distance education
Boarding

Systems

Number of schools in system and type
Number of executive, teaching and non-teaching staff

Historical Data

Data are available from July 1985.

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PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT (PISA)

CONTACT

National Project Manager
Australian Council for Educational Research
Telephone (03) 9277 5626
Email ozpisa@acer.edu.au
Website www.acer.edu.au

DESCRIPTION

The Programme for International Student Assessment (PISA) is an initiative of the Organisation for Economic Co-operation and Development (OECD). The Australian Council for Educational Research (ACER) leads the international PISA development project, and conducts the Australian study. PISA assesses 15 year old school students' achievement in literacy, in about 60 countries (both OECD members, and others). It measures how well young people, who are approaching the end of compulsory schooling, can apply their knowledge and skills to real-life problems and situations. PISA allows comparison between countries and over time of the reading, mathematical, and scientific literacy of 15 year olds.

The 2003 PISA included the domain of problem solving, and future PISAs will offer optional modules. These

modules will measure learning progress over time, the relationship between instruction and learning outcomes, as well as information and communication technology competencies. In PISA 2009, in addition to the PISA assessment, an electronic assessment of reading will be undertaken in some of the participating countries.

Internationally, ACER leads a consortium of research and educational institutions and eminent individuals to deliver the International PISA project on behalf of the Organisation for Economic Cooperation and Development (OECD). The PISA 2009 project is managed by a consortium of six research organizations: the [ACER](#) in Australia; from Belgium, the [aSPe](#) at the University of Liege, and the translation specialists, [cApStAn](#) Linguistic Quality Control; the Japanese National Institute for Educational Policy Research (www.nier.go.jp); from the USA, [Westat Inc.](#); and in Germany, the Deutsches Institut für Internationale Pädagogische Forschung (DIPF, at www2.dipf.de).

Scope

The scope of the PISA surveys is 15 year olds enrolled in schools. The 2009 Australian PISA sample will include approximately 360 schools and over 14,000 students. As in the 2006 PISA, Indigenous students, the smaller states, and the territories will be over-sampled, so that reliable results will be available for these groups.

Reference Period

Testing occurs in July and August, for every triennial PISA sample.

Frequency of Collection

Every three years. Each PISA has a different major theme: in 2000 it was the reading domain; 2003, mathematics, 2006, science; and it will be reading in 2009. While each PISA assesses all three domains, the major theme receives more detailed assessment.

Method of Collection

PISA uses written tasks answered in schools under independently supervised test conditions. Tests include both multiple-choice items and questions requiring students to construct their own answers. Students also completed background questionnaires about themselves, while principals completed questionnaires about the school.

DISSEMINATION

Release schedule

PISA 2006 results were released in December 2007. PISA 2009 results will be published in December 2010.

Publications

PISA 2006: Science Competencies for Tomorrow's World. OECD Publications, Paris (4 December 2007).

Exploring Scientific Literacy: How Australia measures up. Sue Thomson and Lisa De Bortoli, 2007, ACER, Camberwell, Vic.

PISA in Brief from Australia's perspective. Sue Thomson and Lisa De Bortoli, 2007, ACER, Camberwell, Vic.

Geography

Information is available for participating countries. In Australia data are available at the Australia, state, and territory levels, and for some regions.

Data service

Both Australian and international data, and contact details for further data requests are available through the Australian PISA web pages.

Other information

Extensive information about PISA, both in Australia and its international program, is available from the respective websites of ACER and its partner organisations internationally. The OECD home page for PISA is accessed by searching on "PISA" on the OECD website, www.oecd.org.

The 2006 Australian PISA sample also provided the sample for the next wave of the [Longitudinal Surveys of Australian Youth](#) project, which was formerly conducted by ACER.

DATA ITEMS

Data items available from PISA collections may vary from cycle to cycle.

Student Characteristics and Family Background

Family structure

Number of siblings

Country of birth

Language spoken at home
Parental education
Parents' years of schooling
International Socio-economic Index of Occupational Status
PISA index of cultural communication
PISA index of social communication
Participation in additional courses
PISA index of activities related to classical culture
PISA index of family wealth
PISA index of home educational resources
PISA index of possessions related to classical culture in the family home

Learning Strategies and Attitudes

PISA index of engagement in reading
PISA index of interest in reading
PISA index of interest in mathematics
PISA index of control strategies
PISA index of memorisation strategies
PISA index of elaboration strategies
PISA index of co-operative learning
PISA index of competitive learning
PISA index of self-concept in reading
PISA index of self-concept in mathematics
PISA index of interest in computers
PISA index of comfort with and perceived ability to use computers
PISA index of time spent on homework

School Policies and Practices

School principals' perceptions of teacher-related factors affecting school climate
School principals' perceptions of teachers' morale and commitment
Staff professional development
PISA index of the use of formal assessments
PISA index of the use of informal assessments
PISA index of school autonomy
PISA index of teacher autonomy
PISA index of the teacher shortage

Classroom Practices

PISA index of teacher support

PISA index of disciplinary climate

PISA index of principals' perceptions of student-related factors affecting school climate

PISA index of achievement pressure

PISA index of teacher-student relations

School Resources and Type of School

School type

Class size

Student-teaching staff ratio

PISA index of the quality of the schools' physical infrastructure

PISA index of the quality of the schools' educational resources

PISA index of the availability of computers

PISA index of the use of school resources

PISA index of hours of schooling per year

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TRENDS IN INTERNATIONAL MATHEMATICS AND SCIENCE STUDY (TIMSS)

CONTACT

Australian Council for Educational Research

Telephone 1800 818 095

Email timss@acer.edu.au

Website www.acer.edu.au

DESCRIPTION

The Trends in International Mathematics and Science Study (TIMSS) is the world's longest running school mathematics and science study, and is designed to help countries improve student learning. It collects student educational achievement data at Year 4 and Year 8 to provide information about trends in performance over time. The TIMSS assessments are constructed using 'content' domains and three cognitive domains. In both mathematics and science there are three content domains at Year 4, and four at Year 8. In addition there are three cognitive domains in each curriculum area: knowing, applying and reasoning, which describe the behaviours expected of students in relation to the content.

Approximately 60 countries participate in TIMSS, which is a project of the International Association for the Evaluation of Educational Achievement (IEA). The Australian Council for Educational Research (ACER) is

responsible for undertaking the data collection in Australian schools. TIMSS is conducted on a four year cycle: the most recent cycle was 2006-07; and the next collection in 2010-11. Some 10,000 students from all states and territories were invited to participate in the 2006-07 Australian TIMSS collection.

Scope

School students in Year 4 and Year 8. TIMSS uses a two-stage stratified cluster sample design, with sampling probability proportional to size. Schools are randomly selected to represent state, geographic location and school sector. One entire class of students is then randomly selected from all the classes at the school.

Reference Period

For Australia, October and November 2006. Enumeration in southern hemisphere countries occurs about six months earlier than in the northern hemisphere, because of the differing start dates for school years.

Frequency of Collection

Four yearly

Method of Collection

The mathematics and science tests are developed in a collaborative process. Because a number of the test questions are open ended, it is ensured that markers are adequately trained. This is achieved through a series of internationally and nationally held training sessions.

Besides the student questionnaires, the study also involves separate questionnaires for schools and teachers. The questionnaires go through extensive critical review, pilot and field trials. These questionnaires are viewed as important in order to draw conclusions from student achievement data that would be of use to education policy makers. Extensive information, including sample questionnaires, is available through the links on the ACER website.

DISSEMINATION

Release Schedule

The first release is usually two years after the collection.

Publications

Australian TIMSS publications are available from the TIMSS page on the ACER website, www.acer.edu.au, which also provides links to the IEA TIMSS site for international publications.

Geography

Information is available for Australia and for each state and territory. It is also possible to compare Australia's results with the international survey results.

Data Service

Datasets can be downloaded from the 'TIMSS & PIRLS International Study Centre' website, isc.bc.edu (Boston College, USA). An online data access and analysis system is available at the 'AIR Lighthouse', lighthouse.air.org/timss, which is a service developed by the American Institutes for Research (AIR).

DATA ITEMS

Student achievement in Mathematics and Science

Student Background

Age
Sex
Language
Books in the home
Home possessions
Parental Education
Educational expectations
Attitudes to mathematics and science
Self-perceived ability
Class activities
Computers
School climate
Safety in School
Outside school activities
Homework
Country of birth

Teacher Survey

Age

Sex
Experience
Qualifications
Preparation to teach TIMSS topics
Teacher interactions
Professional development
School safety, facility and climate
Class size
Time spent teaching
Use of text books
Learning activities
Limits on teaching
Topics taught
Calculator/computer use
Homework
Assessment

Principal Survey

Enrolment
School demographics
Instructional time
Principal's time allocation
Parental involvement
School Climate
Ability grouping
Professional Development
Teacher evaluation
Teacher recruitment
Student behaviour
Resource inadequacies
Technology, support and equipment

Curriculum Survey

Grade-to-grade structure
Curriculum introduction and revision
Goals, methods and materials
Calculator/computer policy
Emphasis on instructional approaches

Teaching of TIMSS topics
Differentiation of the curriculum
Instructional time and homework
Remedial instruction
Teaching requirements
Teacher certification
Pre-service preparation
Assistance to implement the curriculum
Communication of curriculum changes
Parental involvement
Curriculum evaluation
Public examinations

Historical Data

In Australia, TIMSS was first conducted in late 1994 for primary and secondary students, and 1995 for final year students. The study was repeated for students in secondary schools in 1998 and for students in both primary and secondary schools in 2002. Australia also participated in the TIMSS 1999 Video Study. Year 8 mathematics and science classes were taped in 1999, so that teaching practices could be described and investigated.

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CENSUS OF POPULATION AND HOUSING

CONTACT

Client Services

Australian Bureau of Statistics

Telephone 1300 135 070

Overseas clients please call 61 2 9268 4909

Email client.services@abs.gov.au

To keep up to date with the latest Census developments and releases, email census.users@abs.gov.au and type 'add to Census email' in the subject field. You can opt out, or update your email address, at any time by sending an email with 'cancel census email' or 'change census email' in the subject field.

DESCRIPTION

The Census of Population and Housing is conducted every five years, most recently on 8 August 2006. The Census is the largest statistical operation undertaken by the Australian Bureau of Statistics (ABS). It aims to accurately measure the number of people in Australia on Census night, their key characteristics, and the dwellings in which they live. This provides a reliable basis for the estimation of the Australian population and detailed information on the socio-economic and demographic characteristics of the population.

In an education context, certain characteristics such as attendance at an educational institution, highest year of schooling completed, and level, field and year of highest non-school qualification, can be related to other demographic characteristics. The Census provides data for small geographic areas and for small population groups.

Scope

The Census includes all people, except foreign diplomats and their families, who are in Australia and its internal and external territories on Census night. This includes:

- People working or living on boats in Australian waters
- Visitors to Australia, regardless of how long they have been in Australia, or how long they plan to stay
- People outside but normally resident in Australia who are not subject to outbound migration formalities, such as those on oil and gas rigs off the Australian coast
- People of the Torres Strait Islands (which are part of Australia)
- People of the Territories of Cocos (Keeling) Islands and Christmas Island
- People "over-wintering" in the Australian Antarctic Territory
- Overseas visitors to Australia
- Homeless people
- People on aeroplanes travelling between Australian destinations on Census night
- People on ships travelling between Australian destinations on Census night
- All children, including newborn babies born before midnight on Census night
- People in detention centres
- People in prison
- Transport drivers on the road
- People in hospitals and institutions.

Reference Period

The reference day for the 2006 Census was 8 August.

Frequency of Collection

Every five years. The next Census is to be held in 2011.

Method of collection

The Census of Population and Housing is a self-enumerated collection. A collector leaves the questionnaire to be filled in by a respondent on behalf of the household, and returns to collect the form at a later date. Another method of collection is the Internet based Census form (eCensus), an interactive web-based application introduced for the first time in 2006 to allow the Australian public to complete and submit their Census form electronically.

The eCensus has been designed to be accessible to every Australian. In particular, the visually impaired or persons with limited motor skills will be able to independently complete their Census form through the use of assisting technologies such as screen readers. Special collection measures are also in place to assist in the collection of information from people located in areas that are more difficult to enumerate.

DISSEMINATION

Release schedule

A wide variety of publications are released containing Census information, some of the general releases from 2006 include:

- The first release of Census Tables, QuickStats and MapStats data occurred in June 2007, the second release occurred in October 2007.
- Various first release Community Profiles and DataPacks became available on 27 August and 25 September 2007, while second release Community Profiles and DataPacks became available on 25 October and 27 November 2007.
- The Socio-economic Index for Areas (SEIFA) based on the 2006 Census was released in March 2008.
- CData Online was released in October 2008.

Publications

[A Picture of the Nation: the Statistician's Report on the 2006 Census](#) (ABS cat. no. 2070.0)

[Census Dictionary, 2006](#) (ABS cat. no. 2901.0)

[Census of Population and Housing: Census Guide, 2006](#) (ABS cat. no. 2914.0.30.001)

[2006 Census of Population and Housing - Fact Sheets, 2006](#) (ABS cat. no. 2914.0)

[Information Paper: Census of Population and Housing - Proposed Products and Services, 2006](#) (ABS cat. no. 2011.0)

[Complete Set of Social Atlases, 2006](#) (ABS cat. no. 2030.0; encompassing ABS cat. no.'s 2030.1 to 2030.8)

Geography

Data are available from the collection district level (approximately 250 households) through to state, territory and national levels. Data are classified according to [Statistical Geography Volume 1 - Australian Standard Geographical Classification \(ASGC\), Jul 2008](#) (ABS cat. no. 1216.0). Data are also available for Urban Centres and Localities, and a range of Census specific geographic areas, such as Suburbs, Commonwealth and State Electoral Divisions and Indigenous Areas.

Data service

Standard products for the 2006 Census include:

- **QuickStats:** summary of key Census data with some textual description.
- **Census Fact Sheets:** quick references summarising conceptual and data issues, and any changes that have occurred since the last Census.
- **Census Tables:** data for a particular geographic area on a specific topic.
- **Community Profile Series:** key Census characteristics enabling comparisons to be made between different geographic areas.
- **MapStats:** thematically mapped Census statistics.
- **CData Online:** Allows users to construct their own tables, maps and graphs via an interactive web interface, using small topic based databases for a single Collection District to an entire State/Territory or all of Australia.
- **Table Builder:** will allow users to construct their own tables via an interactive web interface, using a database containing the 2006 Census Unit Record File. Table Builder will be a 'fee for service' product.
- **2006 Datapacks:** a CD-ROM product containing Census Community Profile data in CSV format, down to Collection District (CD) level and digital boundaries in generic formats.
- **Social Atlas Series:** thematic maps showing key social, demographic and economic information on selected regional centres of each

state or territory as well as each capital city in Australia.

- **2006 Census Sample File (CSF)**: a comprehensive Confidentialised Unit Record File (CURF) of Census variables, containing a small random sample of private households and associated persons, and a small random sample of persons in non-private dwellings.
- **SEIFA 2006**: a powerful analytical tool that enables investigation of the socio-economic well-being of Australian communities and identifies areas of advantage and disadvantage.

ABS Consultancy Services provide the following census specific services:

- Customised profile services
- Customised table service
- Customised geographic data reports service
- Customised mapping service.

Further information about 2006 Census products, their availability, and previous Censuses, is available at the Census webpage, <https://www.abs.gov.au/census>.

Other information

The Census Guide is a CD-ROM product, containing a range of useful 2006 Census reference material including the Census Dictionary and historical information; product information and demonstrations; and Census on line. Information on the contents of the Basic Community, Indigenous and Time Series Profiles, Census Snapshots, and QuickStats is provided. To order this free product, contact the ABS National Information Referral Service on 1300 135 070.

DATA ITEMS

Education

Highest year of school completed
Level of highest non-school qualification
Main field of highest non-school qualification
Level of highest educational attainment (derived variable)
Student status (full-time/part-time)
Type of educational institution attending
Employment in education related industries

General topics

Demography (e.g. age, sex, marital status, family characteristics)
Ancestry
Citizenship
Country of birth
Disability
Ethnicity
Indigenous status
Income
Language
Labour force (status, occupation, hours worked, industry)

Religion
Children
Family (e.g. family type, relationship, income)
Household (e.g. household characteristics, income)
Dwellings (e.g. rent, mortgage, number of usual residents)
Transport (e.g. number of motor vehicles garaged, method of travel to work)
Visitors and migration

A full topic index and list of variables is available in the 2006 [Census Dictionary](#).

Historical Data

The first census conducted by the Commonwealth of Australia was in 1911, with subsequent censuses being conducted at irregular intervals up until 1961. Since 1961, the census has been conducted every five years.

Changes to education variables for the 2006 Census include:

- Renaming of 'Highest Level of Schooling Completed' to 'Highest Year of School Completed'
- Introduction of the derived variable 'Level of Highest Educational Attainment'
- Deletion of 'Non-School Qualification: Year Completed'.

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FAMILY CHARACTERISTICS AND TRANSITIONS SURVEY

CONTACT

Family and Community Statistics Section
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 5742

DESCRIPTION

The Family Characteristics and Transitions Survey (FCTS) is a combination of two Multi-Purpose Household Survey (MPHS) topics which supplement the Monthly Population Survey; the Family Characteristics Survey (FCS) and the Family Transitions and History Survey (FTHS). Results from these are published together in the ABS publication [Family Characteristics and Transitions, Australia, June 2006-07](#) (ABS cat. no. 4442.0).

The FCS collects details on household and family composition including demographics, labour force status, and family type. A particular focus of the survey is families with children aged 0-17 years. Additional information collected within this topic includes information about family structure, the social marital status of the parents, parental income and contact arrangements for children with non-resident parents.

The FTHS builds on the information collected in the FCS, collecting information on couple relationship history,

relationship expectations, children ever born, reasons for leaving home and fertility expectations. Five sub-topics of the FTHS have been collected previously in other surveys: Relationship history, Parental transitions, Leaving home, Children ever born, and Fertility expectations. For more information on FTHS comparability with previous surveys see the 'Explanatory Notes' tab of [Family Characteristics and Transitions, Australia, June 2006-07](#) (ABS cat. no. 4442.0).

Scope

This survey was conducted in both urban and rural areas in all states and territories, but excluded people living in very remote parts of Australia. It also excluded the following:

- Households where at least one person was a member in the Australian permanent defence forces
- Members of non-Australian defence forces stationed in Australia, and their dependants
- Diplomatic personnel of overseas governments, and their dependants, excluded from censuses and surveys of Australian residents
- People living in non-private dwellings such as hotels, university residences, students at boarding schools, patients in hospitals, residents of homes such as retirement homes and homes for people with disabilities, and inmates of prisons.

Reference Period

Following the financial year cycle of the MPHS, the FCS and FTHS were conducted between July 2006 to June 2007, excluding the months of August and September when the 2006 Census of Population and Housing was conducted.

Frequency of Collection

This is an irregular survey. The ABS plans to repeat the FCS three yearly as part of MPHS. It will next be collected in 2009-10. The FTHS will be collected 6 yearly and will next be collected in 2012-13.

Method of collection

ABS interviewers conducted personal interviews by either telephone or at selected dwellings. Each month a sample of dwellings was selected for the MPHS from the responding households in the last rotation group for the MPS. In these dwellings, after the MPS had been fully completed for each person, a usual resident aged 15 years and over was selected at random and asked the additional MPHS questions in a personal interview. Information was collected using Computer Assisted Interviewing (CAI), whereby responses are recorded directly onto an electronic questionnaire in a notebook computer.

The Family Characteristics topic collected information from the randomly selected person about the household and about every person in the household, including all children in the household. The Family Transitions and History topic questions were only asked about the randomly selected persons aged 18 years and over, with some sub-topics having additional age restrictions.

DISSEMINATION

Release schedule

Publications related to each of the selected topic, will usually be available within six months of completion of data collection.

Publications

[Family Characteristics and Transitions, Australia, June 2006-07](#) (ABS cat. no. 4442.0)

[Family Characteristics Survey, Australia, Expanded Confidentialised Unit Record File: Technical Manual, 2006-07](#) (ABS cat.no. 4442.0.55.002)

Geography

Data are available for Australia, state and territory, and capital city/balance of state (excluding territories).

Data Service

Customised tables are available on request, as a charged service. State and territory tables are also available.

[Family Characteristics Survey, Australia, Expanded Confidentialised Unit Record File, 2006-07](#) (ABS cat. no. 4442.0.55.001)

DATA ITEMS

Data items are available at both person and family level, with some data items available at the household level. Variables include standard labour force items, basic demographics and socio-economic characteristics. Data items about families cover: family structure and life cycle stage, number of dependent children by age group, children with a natural parent living elsewhere, age and marital status of parents/partners.

Demographic

Sex

Age

Marital status

Country of birth and year of arrival

State or territory of usual residence

Remoteness index

Region of usual residence

Household composition

Education

Whether attending school

Whether a full time student

Level of highest non-school qualification

Field of highest non-school qualification
Age and whether attending an educational institution
Highest year of school completed

Historical Data

The 2006-07 FCS was the fifth survey on the topic of family composition. Family Surveys were conducted by the ABS in 1982 ('Families Survey') and 1992 ('Survey of Families in Australia'), and previous FCSs were conducted in both 1997 and 2003. The Family Surveys, and to a lesser extent the 1997 FCS, differed from the 2003 and 2006-07 FCS in some areas. Nevertheless, these differences do not preclude useful comparisons between them for certain data items. For more detail on differences over time, see the Family Characteristics and Transitions, Australia 2006-07 Explanatory Notes.

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GENERAL SOCIAL SURVEY

CONTACT

Family and Community Statistics Section
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 7880

DESCRIPTION

The 2006 General Social Survey (GSS), last conducted between March and July 2006, brings together a wide range of information about the personal and household characteristics for people aged 18 years or over. It was designed to provide reliable estimates at the national level and for each state and territory, to enable analysis of the interrelationships in social circumstances and outcomes; including the exploration of multiple advantage and disadvantage experienced by an individual. The focus is on the relationships between characteristics from different areas, rather than in depth information about a particular field.

Topics include health, housing, education, work, income, financial stress, broad assets and liabilities, information technology, transport, social capital, voluntary work, family and community, recreation and leisure, and crime. The GSS provides an overview through summary tables for different population groups and selected themes, more detailed cross classified tables are also available for selected themes.

Scope

The GSS was conducted in both urban and rural areas in all states and territories, except for very remote parts of Australia. This exclusion is unlikely to impact on national estimates, and will only have a minor impact on any aggregate estimates that are produced for individual states and territories, except the Northern Territory where the excluded population accounts for over 20% of persons.

Only people who were aged 18 years and over, and usual residents of private dwellings in Australia, were covered by the survey. Private dwellings are houses, flats, home units and any other structures used as private places of residence at the time of the survey. People usually resident in non-private dwellings such as hotels, motels, hostels, hospitals and short-stay caravan parks were not included in the survey.

The following non-residents were excluded from resident population estimates used to benchmark the survey results, and were not interviewed:

- diplomatic personnel of overseas governments
- members of non-Australian defence forces (and their dependants) stationed in Australia
- persons whose usual place of residence was outside Australia.

Reference Period

March to July 2006.

Frequency of Collection

It is planned to repeat the survey at regular intervals (currently four-yearly).

Method of Collection

ABS interviewers conducted personal interviews at selected dwellings during the period March to July 2006. Interviews were conducted using a Computer Assisted Interviewing (CAI) questionnaire. CAI involves the use of a notebook computer to record, store, manipulate and transmit the data collected during interviews.

Much of the detail obtained from the GSS was provided by one person aged 18 years or over, randomly selected from each participating household. The random selection of this person was made once basic information had been obtained about all household members. Some financial and housing items collected in the GSS required the selected person to answer on behalf of other members of the household. In some cases, particularly where household information was not known by the selected person, a spokesperson for the household was nominated to provide household information.

DISSEMINATION

Release Schedule

The summary results from the 2006 GSS were published in May 2007, while state summaries and the Voluntary Work publication were released in July 2007.

Publications

[General Social Survey: Summary Results, Australia, 2006](#) (ABS cat. no. 4159.0)
[General Social Survey, New South Wales - 2006](#) (ABS cat. no. 4159.1.55.001)
[General Social Survey, Victoria - 2006](#) (ABS cat. no. 4159.2.55.001)
[General Social Survey, Queensland - 2006](#) (ABS cat. no. 4159.3.55.001)
[General Social Survey, South Australia - 2006](#) (ABS cat. no. 4159.4.55.001)
[General Social Survey, Western Australia - 2006](#) (ABS cat. no. 4159.5.55.001)
[General Social Survey, Tasmania - 2006](#) (ABS cat. no. 4159.6.55.001)
[General Social Survey, Northern Territory - 2006](#) (ABS cat. no. 4159.7.55.001)
[General Social Survey, Australian Capital Territory - 2006](#) (ABS cat. no. 4159.8.55.001)
[General Social Survey: User Guide, 2006](#) (ABS cat. no. 4159.0.55.002)

Detailed results from the Voluntary Work supplementary topic included in the GSS were released separately in the publication *Voluntary Work, Australia* (ABS cat. no. 4441.0).

Geography

Australia, states and territories, capital city/balance of state and remoteness areas.

Data Service

[General Social Survey: Basic Confidentialised Unit Record File, 2006](#) (ABS cat. no. 4159.0.30.001)
[General Social Survey: Expanded Confidentialised Unit Record File, 2006](#) (ABS cat. no. 4159.0.30.002)

Special tabulations of GSS data are available on request, as a charged service.

DATA ITEMS

A full list of the data items from the 2006 GSS, as a data cube in Excel format, is found under the 'Downloads' tab of the electronic publication [General Social Survey: User Guide](#).

Demographic

Age
Sex
Marital status
Family composition
State or territory of usual residence
Index of relative socio-economic disadvantage
Country of Birth
Year of arrival
Main language other than English spoken at home
Proficiency in English

Education

Highest educational attainment
Main field of highest educational attainment
Highest year of school completed
Level of highest non-school qualification
Full-time/part-time current study
Type of educational institution of current study
Reasons did not study although wanted to
Main reason did not study although wanted to
Reasons did not do training although wanted to
Main reason did not do training although wanted to

Historical Data

The 2006 GSS is the second survey in the series, with the first GSS conducted in 2002.

Each cycle of the GSS collects comparable information for core dimensions to allow for analysis of changes over time. A flexible component is also included to collect additional information on emerging or important topics of social concern. The flexible component of the 2006 GSS included topics relating to social capital, voluntary work and category of visa held by Australian immigrants.

While the scope, survey design, content, data collection and weighting procedures were largely the same in both collections, there were some differences in the flexible component of the GSS. The flexible component of the 2006 GSS included more detailed indicators of family and community involvement (i.e. indicators of social network structure, types, qualities and transactions including those related to voluntary work) which, along with closely related items from the 2002 GSS, is sometimes referred to as the 'social capital' component of the survey. The flexible component also included items related to topics of residential mobility, visa category, access to service providers and reasons for not undertaking study or training.

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MULTI PURPOSE HOUSEHOLD SURVEY

CONTACT

Labour Market Statistics Section
Australian Bureau of Statistics, Canberra
Telephone (08) 8237 7455

DESCRIPTION

The Multi Purpose Household Survey (MPHS) was introduced in 2004–05. This survey is designed to provide statistics annually for a small number of labour, social and economic topics. The information requirements of MPHS topics are determined on the basis of submissions from users on their needs for, and uses of, household survey data. They also reflect ABS deliberations on what is required of a national statistics program in the various subject fields, based on user contact and consultation. The MPHS regularly collects socio-demographic information such as educational qualifications, labour force status and personal and household income.

The 2006–07 MPHS was conducted throughout Australia from July 2006 to June 2007. Topics included in the 2006–07 MPHS survey were:

Barriers and incentives to labour force participation (also in 2004-05)

- Retirement and retirement intentions (also in 2004-05)
- Family characteristics
- Family transitions and history
- Adult learning
- Household use of information technology (also in 2004-05, 2005-06).

The Barriers and incentives to labour force participation topic collected information on characteristics of last job and last full-time job held, whether ever worked, whether more hours of work, or a job in general, were sought and reasons why not, as well as partner's labour force status. The Retirement and retirement intentions topic collected information on retirement status, details of retirement intentions as well as superannuation.

The Family characteristics topic collected information about the composition of households and families within Australia, and the characteristics and circumstances of people within them. The Family transitions and history topic collected information on couple relationship history, relationship expectations, children ever born, reasons for leaving home and fertility expectations.

The Adult learning topic collected information on learning activities undertaken in the previous 12 months including current study, work-related training, institutional attendance, reasons for undertaking and not undertaking education or training, and types of informal learning undertaken in the previous 12 months.

The Household use of information technology topic collected information on: household access to computers and the Internet; access to the Internet at home and at other locations; the main purposes and frequency of access to the Internet (with details on the technology used to access the Internet).

Scope

The MPHS is linked to the ABS Monthly Population Survey (MPS) as a supplementary survey. The MPS includes all persons aged 15 years and over except members of the permanent defence forces, certain diplomatic personnel of overseas governments customarily excluded from census and estimated population counts, overseas residents in Australia, and members of non-Australian defence forces (and their dependants) stationed in Australia.

In addition, the 2006–07 MPHS was conducted in both urban and rural areas in all states and territories, but excluded people living in very remote parts of Australia. It also excluded the following:

- People living in non-private dwellings such as hotels, university residences, students at boarding schools, patients in hospitals, residents of homes such as retirement homes and homes for people with disabilities, and inmates of prisons
- Visitors to private dwellings.

Depending on the topic, there may be further exclusions from scope. For example, some MPHS topics collect information only from a certain population or interest group (e.g. information on retirement is collected from people aged 45 years or over).

Reference Period

Financial year

Frequency of Collection

Annual, however the frequency of topics vary.

Method of collection

The MPHS is conducted in conjunction with the monthly Labour Force Survey. One third of the dwellings in the LFS out-going rotation group (one eighth of the sample is rotated out each month) are selected for enumeration in the MPHS. From each dwelling selected for the MPHS, one person is randomly selected for personal interview, using computer assisted telephone interviewing. Data for MPHS topics are collected each month over a financial year. This should reduce the impact of any seasonal effects on the data.

DISSEMINATION

Release schedule

Publications related to each of the selected topics will usually be available within six months of completion of data collection.

Publications

Some recent releases of MPHS data include:

[Multi-Purpose Household Survey, Expanded Confidentialised Unit Record File, Technical Manual, 2007-08](#)

(ABS cat.no. 4100.0)

[Attendance at Selected Cultural Venues and Events, Australia, 2005-06](#) (ABS cat. no. 4114.0)

[Household Use of Information Technology, Australia, 2007-08](#) (ABS cat. no. 8146.0)

[Participation in Sports and Physical Recreation, Australia, 2005-06](#) (ABS cat. no. 4177.0)

[Sports Attendance, Australia, 2005-06](#) (ABS cat. no. 4174.0)

[Work-Related Injuries, Australia, 2005-06](#) (ABS cat. no. 6324.0)

[Barriers and Incentives to Labour Force Participation, Australia, 2006-07](#) (ABS cat. no. 6239.0)

[Retirement and Retirement Intentions, Australia, 2006-07](#) (ABS cat. no. 6238.0)

[Family Characteristics and Transitions, Australia, 2006-07](#) (ABS cat. no. 4442.0)

[Adult Learning, Australia, 2006-07](#) (ABS cat. no. 4229.0)

The publication [Labour Force, Australia](#) (cat. no. 6202.0) contains information about survey design, sample redesign, scope, coverage and population benchmarks relevant to the monthly LFS, which also apply to the MPHS. It also contains definitions of demographic and labour force characteristics, and information about telephone interviewing which are relevant to both the monthly LFS and the MPHS.

Geography

Data are available for Australia, state and territory, capital city and balance of state (excluding territories).

Data Service

[Microdata: Multi-Purpose Household Survey, Expanded CURE, 2007-08](#) (ABS cat. no. 4100.0.55.001)

Customised tables are available on request, including a set of state/territory tables. This is a charged service.

DATA ITEMS

Demographic

State or territory of usual residence
Area of usual residence
Region of usual residence
Sex
Marital status
Relationship in household
Whether household has children aged under 15
Country of birth and period of arrival
Age group

Education

Whether currently studying (including whether full-time or part-time)
Whether completed primary school
Highest year of school completed
Level of highest educational attainment
Main field of highest educational attainment
Level of highest non-school qualification
Main field of highest non-school qualification
Whether attending an educational institution

Historical Data

The Multi Purpose Household Survey (MPHS) was introduced in 2004–05. Some topics were covered previously in other surveys; these include 'Retirement and Retirement Intentions', 'Work-related Injuries', 'Sports Attendance', 'Participation in Sports and Physical Recreation', 'Household Use of Information Technology' and 'Attendance at Selected Cultural Venues and Events'. See the relevant publication for further information on respective differences between MPHS and other historical data.

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NATIONAL HEALTH SURVEY

CONTACT

Health and Disability Section
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 6535

DESCRIPTION

The National Health Survey (NHS) was designed to obtain national benchmarks on a wide range of health issues. It also enables changes in health to be monitored over time about the health status of the population, health-related aspects of lifestyle and other health risk factors, and the use of health services and other actions people had recently taken for their health.

Survey results provide selected national statistics about long-term illnesses experienced; mental health; injuries; consultations with doctors and other health professionals; and health risk factors including alcohol consumption, smoking, exercise, body mass and dietary practices.

A National Aboriginal and Torres Strait Islander Health Survey (NATSIHS) was conducted at the same time as the 2004–05 NHS, the summary results of which are published separately (see below). While the NHS and

NATSIHS are separate surveys, they in part share a common survey instrument, and were designed to produce a common core data set, to enable comparisons of Indigenous and non-Indigenous key health indicators.

Scope

The NHS was conducted in private dwellings across all states and territories of Australia, in urban and rural areas, but excluding very remote areas. Non-private dwellings, such as hotels, motels, hospitals, nursing homes and short-stay caravan parks, were excluded from the survey. The following groups were also excluded from the survey:

- Certain diplomatic personnel of overseas governments, customarily excluded from the Census and estimated population figures;
- Persons whose usual place of residence was outside Australia;
- Members of non-Australian defence forces (and their dependents) stationed in Australia; and
- Visitors to private dwellings.

Reference Period

The reference period for the 2004-05 NHS, and the 2004-05 NATSIHS, was August 2004 until July 2005. The most recent NHS was conducted from August 2007 to July 2008. The next NATSIHS is scheduled for 2010-2011.

Frequency

The NHS is conducted three yearly. The NATSIHS is conducted six yearly.

Method of collection

Trained ABS interviewers conducted personal interviews with selected residents in selected dwellings. One person aged 18 years and over in each dwelling was selected and interviewed about their own health characteristics. An adult, nominated by the household, was interviewed about one child in the household. Selected children aged 15–17 years may have been personally interviewed with parental consent. An adult, nominated by the household, was also asked to provide some information about the household, such as the income of other household members. Body Mass Index (BMI) was calculated for the first time in 2004-05 using measured, rather than reported, weight and height of respondents.

DISSEMINATION

Release schedule

The results of the 2004-05 National Health Survey were released in February 2006. Results from the 2007-08 NHS are expected to be released in 2009.

Publications

[National Health Survey: Summary of Results, Australia 2004-05](#) (ABS cat. no. 4364.0)

[National Health Survey 2004-05: Users' Guide - Electronic Publication](#) (ABS cat.no 4363.0.55.001)

[National Health Survey and National Aboriginal and Torres Strait Islander Health Survey 2004/5: Data Reference Package](#) (ABS cat. no. 4363.0.55.002)

[National Aboriginal and Torres Strait Islander Health Survey 2004-05: Summary of Results, Australia](#) (ABS cat. no. 4715.0)

[Information Paper: National Health Survey - Confidentialised Unit Record Files 2004-05](#) (ABS cat. no. 4324.0)

Geography

Data are available for Australia, the states, and the ACT. Separate estimates for the Northern Territory are not available. Some data may be available for major urban, other urban, bounded locality (remote) and rural balance, statistical divisions and for health regions (defined by each state health authority).

Data Service

[National Health Survey: Summary of Results; State Tables, 2004-05](#) (ABS cat. no. 4362.0) provide results in Excel spreadsheet form from this survey for Australia, the states, and the ACT.

[National Health Survey - Confidential Unit Record Files, 2004-05](#) (ABS cat.no. 4324.0.55.001) comprises a basic CURF available on CD-ROM, and an Expanded CURF (containing more detailed information than on the Basic CURF), which is accessible through the ABS Remote Access Data Laboratory (RADL) system.

Special tabulations are also available on request. Subject to confidentiality and sampling variability constraints, tabulations can be produced from the survey incorporating data items, populations and geographic areas selected to meet individual requirements.

DATA ITEMS

A list of data items available from the survey is contained in [National Health Survey and National Aboriginal and Torres Strait Islander Health Survey 2004-05: Data Reference Package 2004-05](#) (ABS cat no 4363.0.55.002).

Demographic

Sex

Age

Indigenous status

Country of birth

Year of arrival

Main language spoken at home

Proficiency in spoken English

Relationship in household

Family composition

Education

Highest year of school completed
Whether has a non-school qualification
Level of highest non-school qualification
Type of educational institution currently attending
Whether currently studying full-time or part-time
Main field of highest non-school qualification
Level of highest post-school educational attainment

Other

Health-related actions (e.g. consultations)
Health risk factors (e.g. smoking)
Health status indicators
Women's health
Employment
Housing
Income

Historical Data

The 2004-05 National Health Survey is the sixth in the series of Australia-wide health surveys conducted by the ABS; previous surveys were conducted in 1977–78, 1983, 1989–90, 1995 and 2001. Overall, results from these surveys are broadly comparable. There are some differences in survey design, methodology, classifications, etc between the surveys which may affect the interpretation of apparent changes in health characteristics over time. Further information about the comparability of data between surveys is contained in the electronic publication [National Health Survey 2004–05: Users' Guide](#).

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NATIONAL SURVEY OF MENTAL HEALTH AND WELLBEING

CONTACT

Special Social Surveys Section
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 6745

DESCRIPTION

Mental Health is one of Australia's National Health Priority Areas and funding for this survey is provided by the Australian Government Department of Health and Ageing. Information from the survey contributes to research in the field of mental health and assists in the formulation of government policies and legislation. The National Survey of Mental Health and Wellbeing (SMHWB) collects information on selected mental disorders; the use of health services and medication for mental health problems; physical conditions; disability; social networks and caregiving; demographics; and the socio-economic characteristics of respondents.

Scope

The scope of the survey is people aged 16-85 years, who were usual residents of private dwellings in Australia, excluding very remote areas. Private dwellings are houses, flats, home units and any other

structures used as private places of residence at the time of the survey. People usually resident in non-private dwellings, such as hotels, motels, hostels, hospitals, nursing homes, and short-stay caravan parks were not in scope. Also included are members of the Australian permanent defence forces and overseas visitors who have been working or studying in Australia for the 12 months or more prior to the survey interview, or intended to do so.

Scope exclusions:

- Non-Australian diplomats, non-Australian diplomatic staff and non-Australian members of their household;
- Members of non-Australian defence forces stationed in Australia and their dependents; and
- Overseas visitors

Reference Period

The most recent SMHWP was conducted from August to December 2007, whereas the previous SMHWP was conducted from May to August 1997.

Frequency of Collection

This is an irregular survey.

Method of Collection

On the first face-to-face contact with the household by an interviewer, general characteristics of the household were obtained from one person in the household aged 18 years or over (the household spokesperson). This information included basic demographic characteristics of all usual residents of the dwelling (eg age and sex) and the relationships between household members (eg spouse, son, daughter, not related), as well as some financial and housing items, such as income and tenure, on behalf of other household members. From the information provided by the household spokesperson, the survey instrument identified those persons in scope of the survey and randomly selected one person aged 16–85 years to be included in the survey. A personal interview was conducted with this randomly selected person. The SMHWP is a voluntary survey.

DISSEMINATION

Release Schedule

The most recent SMHWP was published on 23 October 2008, whereas the previous SMHWP was published on 12 March 1998.

Publications

[National Survey of Mental Health and Wellbeing: Summary of Results](#), 2007 (cat. no. 4326.0)

[National Survey of Mental Health and Wellbeing: Users' Guide](#), 2007 (cat. no. 4327.0)

[Technical Manual: National Survey of Mental Health and Wellbeing, Confidentialised Unit Record Files](#) (cat.

no. 4329.0)

Geography

The 2007 SMHWB was designed to provide reliable estimates at the national level. However a range of other geographic characteristics may be available, including state/territory, remoteness areas, section of state, and part of state. Users should exercise caution when using estimates at finer levels of disaggregation due to high sampling errors.

Data Service

Special tabulations are available on request. Subject to confidentiality and sampling variability constraints, tabulations can be produced from the survey to meet individual requirements. These can be provided in electronic or printed form.

DATA ITEMS

Demographic

Age
Sex
Relationship in the household
Family composition
Marital status
Country of birth
Year of arrival
Sexual orientation
Ever been homeless

Education

Whether studying full-time (15-24 years)
Highest year of school completed
Level of highest non-school qualification
Main field of highest non-school qualification
Year non-school qualification completed
Level of highest educational attainment
Main field of highest educational attainment

Historical Data

This is the second mental health and wellbeing survey, the previous survey was conducted in 1997. Due to differences in how the data were collected, data from 1997 are not strictly comparable with the results from 2007. For more detailed comparisons between the two surveys see Chapter 10 in the [National Survey of Mental Health and Wellbeing: Users' Guide](#) (cat. no. 4327.0).

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SURVEY OF DISABILITY, AGEING AND CARERS

CONTACT

Health and Disability Section
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 7430

DESCRIPTION

The Survey of Disability, Ageing and Carers (SDAC) collects information on the number and demographic characteristics of persons, relating to three main population groups:

- people with a disability;
- people aged 60 and over; and
- primary carers.

Disabilities can be broadly grouped depending on whether they relate to functioning of the mind or the senses, or to anatomy or physiology. Each disability group may refer to a single disability or comprise a number of broadly similar disabilities.

For carers, data are collected on the types of assistance provided, assistance received with the caring role and the effects of the caring role on their lifestyle. The survey also provides information on participation in

economic and community activities, including education. Additionally, for people with a disability and for all people aged 60 years and over, information is collected regarding the need for and receipt of assistance, as well as participation in community activities.

Scope

The survey covered people in both urban and rural areas in all states and territories, except for those living in remote and sparsely-settled parts of Australia. People from both private and non-private dwellings were in scope; non-private dwellings included cared accommodation but excluded gaols and correctional institutions. The scope of the survey also excluded:

- visitors to private dwellings;
- certain diplomatic personnel of overseas governments, customarily excluded from the Census and estimated resident population figures;
- overseas residents in Australia; and
- members of non-Australian defence forces (and their dependants) stationed in Australia.

Reference Period

June to November 2003. The next SDAC is scheduled to be enumerated from April to December 2009.

Frequency of Collection

Six yearly.

Method of Collection

The survey has a household component and a cared accommodation component. For the household component, trained ABS interviewers were used to collect data. Detailed personal interviews were conducted with: all persons with a disability; persons aged 60 years or more; and people who were primary carers for people in one of these groups.

A subset of the data collected from the household component of the survey was obtained about people in cared accommodation using a mail-back form completed by an administrative staff member of the establishment. This collection identified disability status and assistance needs. The questions asked were similar to those included in the household component of the survey. In some cases minor modifications were made to make them relevant to cared accommodation facilities.

DISSEMINATION

Release Schedule

Preliminary results for the 2003 survey were released in May 2004, and final results were released in September 2004.

Publications

[Disability, Australia: Preliminary, 2003](#) (ABS cat. no. 4446.0)
[Disability, Ageing and Carers, Australia: Summary of Findings, 2003](#) (ABS cat. no. 4430.0)
[Disability, Ageing and Carers, Australia: User Guide, 2003](#) (ABS cat. no. 4431.0.55.001)
[Information Paper: Basic Confidentialised Unit Record File: 2003 Survey of Disability, Ageing and Carers, 2003](#) (ABS cat. no. 4430.0.00.001)

Geography

Data are available for Australia, states and territories.

Data Service

Data from the 2003 survey are also available as related Data Cubes (see below), or available on request. Special tabulations are available on request, as a charged service.

[Disability, Ageing and Carers: Disability and Long Term Health Conditions, Tables 1 to 11, 2003](#) (ABS cat. no. 4430.0.55.001)
[Disability, Ageing and Carers: Disability and Long Term Health Conditions, Tables 12 to 19, 2003](#) (ABS cat. no. 4430.0.55.002)
[Disability, Ageing and Carers, Australia: Caring in the Community, Tables 1 to 16., Jun to Nov 2003](#) (ABS cat. no. 4430.0.55.003)
[Disability, Ageing and Carers, Australia: Caring in the Community, Tables 17 to 24., Jun to Nov 2003](#) (ABS cat. no. 4430.0.55.004)

A Confidentialised Unit Record File (CURF), [Disability, Ageing and Carers, Australia, Basic Confidentialised Unit Record File \(Reissue\), 2003](#) (ABS cat. no. 4430.0.30.002) is available. CURFs are also available for the 1993, 1998 and 2003 surveys.

DATA ITEMS

Education-related data items are listed below for relevant populations. A range of other data items is available relating specifically to those with a disability, or long-term restriction, as well as carers.

All households

Index of education and occupation deciles (SEIFA).

Educational attainment

Persons aged 5-20

- School attendance
- Whether attends primary or secondary school.

Persons aged 15 and over

- Main field of highest educational attainment (ASCED)

- Main field of highest non-school qualification
- Level of highest non-school qualification
- Highest year of school completed
- Level of non-school qualification currently studying for (ASCED)
- Level of post-school qualification
- Age left school - categories
- Current educational institution attended
- Full-time or part-time study status
- Level of qualification currently studying for (ABSCQ)
- Whether completed year 12
- Year completed highest non-school qualification.

Education - Impairments and restrictions

Persons aged 15 and over with a disability

- Level of non-school educational restriction
- Non-school educational restriction status
- Whether completed non-school qualification before onset of main condition.

Persons aged 5 and over with a disability

- Whether needs at least one day off from school each week because of conditions
- Type of support or special arrangements provided at school or institution
- Whether attends special school or classes, or receives other special support.

Persons aged 5-20 with a disability

- Reason for not attending school
- Schooling restriction status
- Level of schooling restrictions
- Whether attends special school because of condition.

Persons aged 5 and over

- Type of difficulty experienced at school or institution because of condition(s).

Historical Data

The five surveys of disability conducted in 1981, 1988, 1993, 1998 and 2003 have much of their collected material in common. There are differences, however, as later surveys have attempted a better coverage of disability and of specific tasks and activities previously considered too sensitive for a population survey. From 1988, the scope of the survey was also expanded to collect information about informal carers of people with a disability.

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TIME USE SURVEY

CONTACT

Family and Community Statistics Section
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 7880

DESCRIPTION

The 2006 Time Use Survey collected detailed information from Australians on their daily activity patterns. The survey measures how people allocate time to activities such as paid work, unpaid household work and shopping, caring for children and frail, sick and disabled people, community participation, education, leisure and personal maintenance. Other information collected relates to demographic characteristics, labour force participation, education participation, income and the use of time saving services. Comparisons are provided with results from the 1992 and 1997 Time Use Surveys to show the changes in time use over the fifteen year period.

Scope

Information was collected from usual residents in private dwellings aged 15 years and over, except:

- certain non-Australian diplomatic personnel
- overseas residents in Australia
- members of non-Australian defence forces (and their dependants) stationed in Australia
- persons living in remote and sparsely settled parts of Australia.

Reference Period

The survey was last conducted over four 13-day periods between February and November 2006, chosen to contain a representative proportion of public holidays and school holidays.

Frequency of collection

This is an irregular survey.

Method of collection

Information was obtained in the Time Use Survey partly by interview and partly by self-completion diaries. Information was collected for all persons aged 15 years or more in selected households.

A household form was used to collect basic demographic data (sex, age, birthplace) and details of the relationship between individuals in each household. A personal questionnaire concentrated on further demographic and socio-economic information about each household person in scope, to identify population groups. A diary was provided for each person in scope in the household to record the nature, timing and duration of their activities over two specified days.

DISSEMINATION

Release schedule

The results of the 2006 survey were released in February 2008.

Publications

[How Australians Use Their Time](#), 2006 (ABS cat. no. 4153.0)

[Information Paper: Time Use Survey, Australia - Unit Record File](#), 1997 (ABS cat.no. 4151.0)

[Time Use on Culture/Leisure Activities](#), 1997 (ABS cat. no. 4173.0)

[Time Use Survey, Australia—Users' Guide](#), 2006 (ABS cat. no. 4150.0)

Other information

Although the 2006 survey is largely a repeat of the 1997 survey, some items have been expanded (e.g. income amount is now separated by income source and more detailed data regarding the use of Information Technology are available). New items include: identification of grandparents and the types of care given to grandchildren; indicators of casual work, paid and unpaid overtime, whether people working from home are doing so by an ongoing arrangement with an employer; and some subjective items such as generalised trust,

time stress, satisfaction with use of time, and attitude to gardening.

Data Service

A Confidentialised Unit Record File (CURF) is available for the 1997 survey (ABS cat. no. 4152.0), and the 2006 survey. The Time Use Survey 2006 Expanded CURF (ABS cat. no. 4152.0.55.002) provides a greater level of detail than that provided in the Time Use Survey 2006 Basic CURF (ABS cat. no. 4152.0.55.001). The Expanded CURF is only available via the Remote Access Data Laboratory (RADL). A Basic CURF is also available, which can be accessed on CD-ROM and/or via the RADL.

[Time Use Survey, Confidentialised Unit Record File - Basic CURF on CD-ROM and RADL](#), 2006 (ABS cat. no. 4152.0.55.001)

[Time Use Survey, Confidentialised Unit Record File - Expanded CURF on RADL](#), 2006 (ABS cat. no. 4152.0.55.002)

[Time Use Survey, Confidentialised Unit Record File](#), 1997 (ABS cat. no. 4152.0)

DATA ITEMS

Demographic

State or territory of usual residence

Capital city/balance of state, Section of state, Remoteness areas

Sex

Age

Marital status

Relationship in household

Family composition

Country of birth

Country of birth of parents

Year of arrival in Australia

Health

Self-assessed health status

Disability status

Participation in education and training

Whether still at school, studying full-time, studying part-time

Level of current study

Type of institution attending

Education activities

Attendance at educational courses (excluding job-related training)

Job related training

Homework, study and research

Breaks at place of education

Associated communication

Associated travel

Teaching and helping children
Playing, reading and talking with children
Visiting child care establishment or school
Attendance at recreational courses (excluding school and university)

Other education-related data items

Age left school
Highest level of secondary schooling completed
Level of highest non-school qualification
Level of highest educational attainment
Main field of study for highest non-school qualification

Historical Data

The survey was conducted in 1992, 1997 and 2006.

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AUSTRALIAN PERSONAL ENRICHMENT EDUCATION AND TRAINING PROGRAMS

CONTACT

Client Services

National Centre for Vocational Education Research

Telephone (08) 8230 8400

Email vet_req@ncver.edu.au

Website www.ncver.edu.au

DESCRIPTION

The Personal Enrichment Education and Training collection is compiled by NCVER from the national collections of vocational education and training statistics. Data on non-vocational training includes recreation, leisure and personal enrichment programs taken for recreational purposes.

Scope

Personal Enrichment Programs, which are identified on the basis of their main purpose as non-vocational (i.e., focusing on recreation and leisure areas, as distinct from Vocational Programs).

Reference Period

Calendar year

Frequency of Collection

Annual

Method of Collection

NCVER maintains a database of information on persons undertaking vocational and personal enrichment training. Each state and territory collates data from their training providers on a student, course and module basis. These data are compiled into the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) format and validated by each training organisation before being submitted to NCVER. The data are then further validated and quality checked for inconsistencies.

DISSEMINATION

Release Schedule

This information is released in July following the year of enrolment.

Data Service

Data are available from NCVER on request.

Geography

Information is available for Australia, all states and territories, and geographical regions.

DATA ITEMS

Student Data

Highest year of school completed

Year highest school level completed

Age

Sex

Residential postcode

Residential ARIA+ region
Aboriginal or Torres Strait Islander status
Language spoken at home
Employment category
Country of birth
Disability status
Prior educational achievement

Course Data

Course identifier
Course name
Qualification
Field of education (4 digit)
Occupation (ASCO)

Module/unit of competency Data

Module/unit of competency identifier
Module/unit of competency name
Module/unit of competency hours
Field of education (6 digit)
Module/unit of competency outcome
Delivery type

Historical Data

This information has been available since 1994 and was previously known as Adult and Community Education Statistics. Data have not been published since 2000 but are available on request.

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NEW APPRENTICESHIP COLLECTION

CONTACT

Client Services

National Centre for Vocational Education Research (NCVER)

Telephone (08) 8230 8400

Email ats_req@ncver.edu.au

Website www.ncver.edu.au

DESCRIPTION

This collection gathers information on apprentice and trainee activity. An apprentice or trainee is a person undertaking vocational training through a contracted training arrangement. Information is gathered from employers and their apprentices or trainees by state and territory training authorities, and selected data are then forwarded to the National Centre for Vocational Education Research (NCVER).

Scope

All persons employed under a national Apprenticeship or Traineeship training contract, i.e. a formal contract between an employer and an apprentice or trainee.

Reference Period

Information relates to the date the contract activity occurred, not when it was reported. The reference periods are calendar quarters, and a calendar year. Estimates of those 'in-training' are at the end of the reference period. Estimates of commencements, cancellations, completions, and withdrawals relate to all such activity during the reference period.

Frequency of Collection

Information is reported cumulatively, then compiled and reported on a quarterly basis.

Method of Collection

Apprentices, trainees, and their employers are required to complete a series of questions on each National Apprenticeship or Traineeship Training Contract. Signed contracts are forwarded to their state or territory training authority, which provides quarterly data to NCVER for each client who has an active training contract. The quarterly activity reports cover contract commencement, completion, cancellation, and withdrawal. Data are validated using the AVETMISS Validation Software. Because of the reporting and processing lags, recent activity levels are estimated by weighting recently processed numbers based on average reporting lags.

DISSEMINATION

Release Schedule

Quarterly reports are usually produced within three months of the end of the reference quarter, with annual reports later the following year.

Publications

The following publications are available via the publications link on the [NCVER](#) website:

Australian Vocational Education and Training Statistics: Apprentices and Trainees [specific] quarter, [year] -- Summary. NCVER, Adelaide.

Australian Vocational Education and Training Statistics: Apprentices and Trainees [year] -- Annual. NCVER, Adelaide.

Geography

Information is available for Australia and all states and territories.

Data Service

Detailed statistical tables in Excel format, and datasets in SuperCube format, are available from the NCVER website. For data requests, contact NCVER Client Services.

Other information

Full details of the AVETMISS suite of classifications, reporting standards, and support services are available from the NCVER website.

DATA ITEMS

Apprentice/trainee details

Highest school level completed

Year highest school level completed

Prior educational achievements

Sex

Date of birth

Indigenous status

Language spoken at home

Country of birth

Disability status

Training contract details

Status and date of effect

Previous training contract identifier

Commencement date

Completion date

At school

Credit for prior training

Type of employment arrangement

Full-time identifier

Occupation

Workplace postcode

Employer identifier

Level of Education

Nominal duration (months)
Existing worker
Registered training organisation identifier

Employer details

Employer size
Sector
Industry

Historical Data

Data compiled under AVETMISS are available from 1994 onwards. While data for earlier years are available from NCVER, the earlier data are not always readily comparable with AVETMISS-compliant data.

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STUDENT OUTCOMES SURVEY

CONTACT

Client Services

National Centre for Vocational Education Research

Telephone (08) 8230 8400

Email surveys_req@ncver.edu.au

Website www.ncver.edu.au

DESCRIPTION

The Student Outcomes Survey is a national survey of students who undertook vocational education and training (VET) at technical and further education (TAFE) institutes and other government providers; with Adult and Community Education (ACE) providers (in NSW and Vic. only); or as government-funded students with private providers. The survey collects information on level and type of training, student employment outcomes, further study patterns, and satisfaction with the training provided.

Scope

The survey covers students who, in the previous year, were awarded a qualification (graduates) or successfully completed a module and then left the VET system (module completers). Only students who had an Australian address as their usual residence were included. Persons who undertook recreational or hobby

courses (short courses) were not included.

Reference Period

End of May in the year after respondents completed their course or module.

Frequency of Collection

Annual

Method of Collection

The survey is a stratified, random sample of graduates and module completers. The sample of about 50,000 students Australia-wide was drawn from the 812,300 eligible graduates and module completers. The data were collected by a self-enumeration questionnaire. Questionnaires were mailed out to in-scope students, and were to be returned within two weeks. Graduates and module completers received the same questionnaire, and some comparisons can be made between them. However, data for the two populations should not be combined in analysis. ACE students received a shorter questionnaire than the TAFE and private provider students.

DISSEMINATION

Release Schedule

Results are released late in November of the reference year.

Publication

Australian Vocational Education and Training Statistics: Student outcomes - Summary. NCVER, Adelaide.

Geography

Information is available for Australia, all states and territories.

Data Service

Detailed statistical tables in Excel format, and datasets in SuperCube format, are available from the NCVER website. For data requests, contact NCVER Client Services.

DATA ITEMS

Personal Characteristics

Age

Sex

Country of birth

Whether had a disability or long-term health condition

Main language other than English spoken at home

Proficiency in spoken English
Aboriginal and Torres Strait Islander status

Prior Study

Highest year of school completed
Level of highest educational attainment prior to completion of current course
Institution attended in six months prior to completion of current course

Training

Course name
Level of education
Field of education
Whether part of apprenticeship/traineeship
Attendance
Length of time taken to complete training
Sources of income during training
Recognition for prior learning
Methods of delivery of training
Whether moved to undertake training
Reason for moving to undertake training
Main reason for undertaking training
Whether helped achieve main reason for undertaking training
Benefits/relevance of undertaking training to job
Student's satisfaction with various aspects of the training
Further study (for graduates only)
Reasons did not continue to study (module completers only)

Employment Characteristics

Labour force status (prior to, during and six months after completing training)
Full/time or part-time status (prior to and six months after completing training)
Occupation (prior to and six months after completing training)
Industry of employment (prior to and six months after completing training)
Status in employment
Hours worked
Employer support during training
Earnings
Size of location/business throughout Australia
Sector of employment
Length of time taken to find a job after training
Whether first full-time job

Historical Data

Since 2005, the survey has included all VET students, not just government-funded VET students, causing a break in time series data. Note, in 2004 only TAFE students were surveyed. Historical data to 1997 are available from NCVER.

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SURVEY OF EMPLOYER USE AND VIEWS OF THE VET SYSTEM

CONTACT

National Centre for Vocational Education Research

Telephone (08) 8230 8400

Email surveys_req@ncver.edu.au

Website www.ncver.edu.au

DESCRIPTION

The survey collects information about employers' use and views of the vocational education and training (VET) system and the various ways employers use the VET system to meet their skill needs. This may include hiring staff with vocational qualifications, employing apprentices or trainees, or providing staff with other nationally recognised training.

Scope

Employers who have interacted with the VET system in the last 12 months by:

- having jobs that require vocational qualifications;
- employing staff undertaking an apprenticeship or traineeship; or

- providing staff with nationally recognised training, other than as part of an apprenticeship or traineeship.

Reference Period

12 month period prior to interview

Frequency of Collection

Biennial

Method of Collection

A random sample of employers was selected from the ABS Business Register. Computer-assisted telephone interviewing was utilised.

DISSEMINATION

Release Schedule

Data are usually available 6 months after interviews are completed.

Publication

Employers' Use and Views of the VET System. NCVER, Adelaide. Available via the publications link on the NCVER website.

Geography

Information is available for Australia and all states and territories.

Data Service

Data tables are available on the [NCVER](#) website.

DATA ITEMS

All Employers

Industry

Number of employees

Whether has VET graduates

General views on VET

Level and type of contact with VET providers

Choice of VET provider and whether has sufficient information

Training practices of organisation

Employers with Recent VET Graduates

Number of recent VET graduates
Number who completed their training before commencing current employment
Number who completed their training after commencing current employment
Whether all or most were TAFE or non-TAFE trained
Name of training provider where most trained
Field of training
Type of training
Importance of selected graduate skills
Aspect of graduate skills they would most like to see improve
Satisfaction with each aspect of graduate skill
Overall satisfaction with graduates' skills
Importance of work ethic of graduates
Views on qualities work ethic comprises
Overall satisfaction with VET providers

A complete list of data items is available from the NCVER website.

Historical Data

In 2005, the survey had a wider focus than earlier surveys, which has caused a break in the series. Surveys conducted in 2001, 1999, 1997 and 1995, focused on employer satisfaction with recently hired VET graduates. The survey was previously titled the Survey of Employer Views on Vocational Education and Training.

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VOCATIONAL EDUCATION AND TRAINING FINANCIAL STATISTICS COLLECTION

CONTACT

Client Services

National Centre for Vocational Education Research

Telephone (08) 8230 8400

Email ncver@ncver.edu.au

Website www.ncver.edu.au

DESCRIPTION

This collection gathers information on the finance and expenditure of Australia's public vocational education and training (VET) system. Data pertaining to revenues, expenses, assets and liabilities are provided for Australia, the eight states and territories, and for the VET operations of the Australian Government Department of Education, Employment and Workplace Relations (DEEWR). Financial data are prepared on an accrual basis, and reported at historical values. Agreed accounting standards are used.

Scope

The collection focuses on vocational education and training institutions administered or provided by the main

training department within each state and territory, the other public training providers in those jurisdictions, and DEEWR. It includes the VET Divisions or programs of seven public universities (four in Victoria), and the VET activity of the Batchelor Institute. Public funding for training delivery, paid to private providers by training authorities or departments, is also in-scope. Information sought includes revenues and expenses; assets, liabilities, and equities; and cash flows.

Reference Period

Calendar year

Frequency of Collection

Annual

Method of Collection

Data are collected from the chief financial officers of the in-scope entities. NCVER electronically provides pro forma financial statements, definitions, and guidelines for the collection. Data are returned electronically to NCVER for quality reviews and consolidation. Key data elements are audited by independent external auditors.

DISSEMINATION

Release Schedule

The publication is usually released in the year after the reference year.

Publication

Australian Vocational Education and Training Statistics: Financial Information. NCVER, Adelaide.

Data Service

State and territory tables are available from the NCVER website as an Excel file. Additional information is available on request.

Geography

Information is available for Australia, the eight states and territories, and for the VET operations of DEEWR.

Other Information

The accounting standards are detailed in *AVETMISS: The Standard for VET Financial Data -- Release 1.7*. NCVER, Adelaide.

The AVETMISS standards publications are available as free downloads from the [NCVER](#) website, under 'Statistical Standards'.

DATA ITEMS

Financial Data

- Operating revenues
- Category of revenues
- Operating expenses
- Category of expenses
- Expenditure activity
- Current assets
- Non-current assets
- Current liabilities
- Non-current liabilities
- Cash flows

Historical Data

This information has been collected since 1994. Information prior to this date was reported in the *Selected Vocational Education and Training Statistics* publication series. The method of calculating government recurrent expenditure was changed after release of the 2007 data, to a more direct measure under accrual-based financial reporting. This is explained in the publication, *Changes to the method of calculating government recurrent expenditure*, available on the NCVER website.

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VOCATIONAL EDUCATION AND TRAINING PROVIDER COLLECTION

CONTACT

Provider and Financial Collections
National Centre for Vocational Education Research
Telephone (08) 8230 8400
Email vet_req@ncver.edu.au
Website www.ncver.edu.au

DESCRIPTION

This collection gathers administrative data from Australia's publicly-funded vocational education and training (VET) sector. From 2006, it also includes voluntary submissions of a reduced set of data from non-publicly funded Registered Training Organisations (RTOs). Information about students, courses, qualifications, training providers and public funding is collected.

Scope

Includes publicly funded VET providers, and non-publicly funded RTOs who voluntarily submit data.

Reference Period

Information relates to the previous calendar year.

Frequency of Collection

Annual

Method of Collection

NCVER maintains a database of information on persons undertaking vocational education and training. Each state and territory collates data from their training providers on a student, course and module/unit of competency basis. These data are compiled into AVETMISS format and validated by each training organisation before being submitted to NCVER. The data are then further validated and quality checked for inconsistencies before being used for the production of statistical reports.

DISSEMINATION

Release Schedule

Information is available in July following the year of enrolment.

Publication

Australian vocational education and training statistics, Students and Courses - Summary. NCVER, Adelaide. Available via the publications link on the NCVER website.

Geography

Information is available for Australia, all states and territories, geographical regions (capital city, other metropolitan, rural and remote) and statistical local areas.

Data Service

Additional information is available on request.

DATA ITEMS

Student Data

Age

Sex

Highest school level completed

Year highest school level completed

Residential postcode

Postcode region

Indigenous status

Language spoken at home (ASCL)

Proficiency in spoken English

Labour force status

Country of birth (SACC)

Disability and type of disability

Prior educational achievement

At school status

Course Data

Course identifier

Course name

Scheduled hours

Nominal hours

Recognition status (not available prior to 1999)

Qualification category

Qualification field of education (ASCED)

Occupation (ANZCO)

Module/Unit of competency Data

Module/Unit of competency identifier

Module/Unit of competency name

Module or unit of competency

Scheduled hours

Nominal hours

Outcome identifier

Module/Unit of competency Field of Education

Module/Unit of competency outcome

Delivery type

Enrolment activity start date

Enrolment activity end date

Historical Data

From 2006, a reduced set of data is included from non-publicly funded RTOs. Information on the publicly funded VET sector has been collected since 1994. Prior to this, information was reported in the Selected Vocational Education and Training Statistics publications.

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RELATED PUBLICATIONS

This group of entries provides details for selected publications that relate to education and training statistics including: Indigenous education and training statistics, other statistical or research reports, and classifications or manuals. Related publications covers both ABS and non-ABS publications.

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[The Health and Welfare of Australia's Aboriginal and Torres Strait Islander Peoples](#)

[National Aboriginal and Torres Strait Islander Health Survey](#)

[National Aboriginal and Torres Strait Islander Social Survey](#)

[National Report to Parliament on Indigenous Education and Training](#)

[Overcoming Indigenous Disadvantage: Key Indicators](#)

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THE HEALTH AND WELFARE OF AUSTRALIA'S ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES

CONTACT

National Centre for Aboriginal and Torres Strait Islander Statistics
Australian Bureau of Statistics, Canberra
Telephone 1800 633 216

DESCRIPTION

This biennial publication is a joint venture between the ABS and the Australian Institute of Health and Welfare. It provides a comprehensive statistical overview, largely at the national level, of Aboriginal and Torres Strait Islander health and welfare. In addition to a wide range of administrative data sources, the 2008 issue features results from the 2004-05 National Aboriginal and Torres Strait Islander Health Survey, 2006 Census of Population and Housing, and 2006 Community Housing and Infrastructure Needs Survey. Among the topics included are: demographic characteristics; education and health; housing circumstances; disability and carers; maternal and child health; health status; health risk factors; mortality; access to, and use of, community services; and Torres Strait Islander Peoples.

While much of the data in this report are presented at the national level, some are presented for the states

and territories, or by remoteness.

Topics covered in the 'education and health' chapter of the 2008 Report include:

- School retention
- Educational attainment

Highest year of school completed

Non-school qualifications

- Education, employment and income

Transition from education to work

Education and employment

Education and income

- Links between education and health

The 'Torres Strait Islander peoples' chapter includes information from the 2006 Census of Population and Housing on the Highest year of school completed, and Highest non-school qualification obtained, among the Torres Strait Islander population.

DISSEMINATION

Publications

[The Health and Welfare of Australia's Aboriginal and Torres Strait Islander Peoples](#), 2008 (ABS cat. no. 4704.0)

Historical Data

This report was first published in 1997. All issues can be downloaded from the 'Past & Future Releases' tab of the electronic publication.

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NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER HEALTH SURVEY

CONTACT

Special Social Surveys Section
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 6301

DESCRIPTION

The 2004-05 National Aboriginal and Torres Strait Islander Health Survey (NATSIHS) is the largest health survey of Indigenous Australians conducted by the Australian Bureau of Statistics (ABS). This survey, which was conducted in remote and non-remote areas throughout Australia, was designed to collect a range of information from Indigenous Australians about health related issues; including health status, health actions taken, lifestyle factors which may influence health, and socioeconomic circumstances.

The survey aims were to:

- provide broad information about the health of Indigenous Australians, by remoteness, and at the national and state/territory levels;
- allow for the relationships between the health status, risk factors and health-related actions of Indigenous Australians to be explored;

- provide comparisons of the health of Indigenous Australians over time; and
- provide comparisons with results for the non-Indigenous population from the 2004-05 National Health Survey (NHS).

Scope

The 2004-05 NATSIHS sample covered usual residents of private dwellings only. Private dwellings are houses, flats, home units and any other structures used as private places of residence at the time of the survey. Usual residents are those people who usually live in a particular dwelling and regard it as their own or main home. Usual residents of 'special' dwellings such as hotels, motels, hostels and hospitals were not included in the survey. Visitors to private dwellings were also excluded from the survey as well as persons whose usual place of residence was outside Australia.

Non-Indigenous people were not eligible for selection in the NATSIHS, although if they were a parent or guardian of an Indigenous child they may have been involved as a spokesperson for the child.

Reference Period

This survey was conducted from August 2004 until July 2005.

Frequency of Collection

Every six years.

Methods of Collection

There were two methods of data collection for the 2004-05 NATSIHS - Computer Assisted Interviewing (CAI) and Pen and Paper Interviewing (PAPI). The former was used in non-remote areas and the latter, in remote areas. CAI involves the use of a notebook computer to record, store, manipulate and transmit the data collected during interviews. In addition to the main survey instrument, two small paper questionnaires were used to collect information on substance use (for respondents aged 15 years or over) and specific supplementary women's health topics (for female respondents aged 18 years or over). These additional questionnaires were voluntary and self-enumerated. In remote Indigenous communities, wherever possible, Indigenous facilitators assisted in the conduct and completion of the interviews.

The paper questionnaire excluded topics that were not relevant in the remote context, and also questions that were unlikely to yield data of acceptable quality. In addition, some questions were reworded to assist respondents in understanding the concepts. The two supplementary paper questionnaires on substance use and specific women's health topics were not used in remote areas. Additional information was collected in remote communities using a Community Information Form (CIF). The CIF was used to collect, from the Community Council and Health Clinic, a limited amount of community level information about the Community Development Employment Projects (CDEP) program, access to medical services, and community health issues.

DISSEMINATION

Release Schedule

The publication is usually released in the year following the end of survey enumeration. For example, results from the 2004-05 NATSIHS were released in 2006.

Publications

[National Aboriginal and Torres Strait Islander Health Survey - 2004-05](#) (ABS cat. no. 4715.0)

[National Aboriginal and Torres Strait Islander Health Survey: Expanded Confidentialised Unit Record File, Technical Manual - 2004-05](#) (ABS cat. no. 4715.0.55.002)

[National Aboriginal and Torres Strait Islander Health Survey: Users' Guide - 2004-05](#) (ABS cat. no. 4715.0.55.004)

[National Aboriginal and Torres Strait Islander Health Survey: Australia - 2004-05](#) (ABS cat. no. 4715.0.55.005)

[National Aboriginal and Torres Strait Islander Health Survey: New South Wales - 2004-05](#) (ABS cat. no. 4715.1.55.005)

[National Aboriginal and Torres Strait Islander Health Survey: Victoria - 2004-05](#) (ABS cat. no. 4715.2.55.005)

[National Aboriginal and Torres Strait Islander Health Survey: Queensland - 2004-05](#) (ABS cat. no. 4715.3.55.005)

[National Aboriginal and Torres Strait Islander Health Survey: South Australia - 2004-05](#) (ABS cat. no. 4715.4.55.005)

[National Aboriginal and Torres Strait Islander Health Survey: Western Australia - 2004-05](#) (ABS cat. no. 4715.5.55.005)

[National Aboriginal and Torres Strait Islander Health Survey: Tasmania - 2004-05](#) (ABS cat. no. 4715.6.55.005)

[National Aboriginal and Torres Strait Islander Health Survey: Northern Territory - 2004-05](#) (ABS cat. no. 4715.7.55.005)

[National Aboriginal and Torres Strait Islander Health Survey: Australian Capital Territory - 2004-05](#) (ABS cat. no. 4715.8.55.005)

[National Health Survey and National Aboriginal and Torres Strait Islander Health Survey 2004/5: Data Reference Package - 2004-05](#) (ABS cat. no. 4363.0.55.002)

There are also a number of thematic snapshots, based on data from the 2004-05 NATSIHS:

[The health and wellbeing of Aboriginal and Torres Strait Islander women: A snapshot, 2004-05](#) (ABS cat. no. 4722.0.55.001)

[Older Aboriginal and Torres Strait Islander people: A snapshot, 2004-05](#) (ABS cat. no. 4722.0.55.002)

[Overweight and Obesity - Aboriginal and Torres Strait Islander people: A snapshot, 2004-05](#) (ABS cat. no. 4722.0.55.006)

[Tobacco Smoking - Aboriginal and Torres Strait Islander people: A snapshot, 2004-05](#) (ABS cat. no. 4722.0.55.004)

Geography

The Australian Standard Geographical Classification (ASGC) is used by the ABS for the collection and dissemination of geographically classified statistics. For the purposes of the NATSIHS, the ASGC divided

Australia into five Remoteness categories: Major Cities of Australia; Inner Regional Australia; Outer Regional Australia; Remote Australia; and Very Remote Australia. These categories are based on the Accessibility/Remoteness Index of Australia (ARIA) which measures the remoteness of a point based on the physical road distance to the nearest Urban Centre.

The 2004-05 NATSIHS publication presents a number of tables dissected by remote and non-remote categories, which are based on the remoteness categories in the ASGC. Remote is comprised of Remote Australia and Very Remote Australia, while non-remote is comprised of Major Cities of Australia, Inner Regional Australia and Outer Regional Australia.

Because of the different collection methodologies used in non-remote and remote areas, not all data items are available for the total Indigenous population. The content for the NATSIHS in remote areas is a subset (approximately 80%) of the content collected in other areas. The remote content excluded those items that were irrelevant, and those for which acceptable data quality levels could not be achieved.

Data Service

For users who wish to undertake more detailed analysis of the survey data, microdata from the 2004-05 NATSIHS is available in the form of an expanded confidentialised unit record file (CURF); which is only available via the ABS Remote Access Data Laboratory (RADL), a secure Internet-based data query service. It is accompanied by an Information Paper describing the content of the NATSIHS CURF (National Aboriginal and Torres Strait Islander Health Survey, 2004-05, Expanded Confidentialised Unit Record File, Information Paper (ABS cat. no. 4715.0.55.002)).

DATA ITEMS

Demographic

Sex

Age

Marital status

Indigenous status

Family composition

Main language spoken at home

Education

Highest year of school completed

Whether has a non-school qualification

Type of educational institution currently attending

Whether currently studying full-time or part-time

Level of highest non-school qualification

Main field of highest non-school qualification
Highest level of post-school educational attainment

Health Topics

Self-assessed health status
Long term medical conditions (e.g. arthritis, asthma, injuries, diabetes, cancer, cardiovascular conditions, kidney disease, osteoporosis, hearing and sight problems)
Short term injuries
Admissions to hospitals
Visits to casualty/outpatient facilities
Visits to hospital day clinics (non-remote only)
Doctor consultations
Dental consultations
Consultations with other health professionals
Days away from work/school due to illness or caring
Other days of reduced activity due to illness
Social and emotional wellbeing
Smoking
Alcohol consumption
Exercise
Body mass
Dietary behaviours
Adult immunisation
Child immunisation (non-remote only)
Child breastfeeding status
Women's health issues (e.g. mammograms, pap smear tests, breastfeeding history and use of contraceptives)
Substance use (non-remote only)
Discrimination

Historical Data

Information about Indigenous Health has previously been collected within components of the 1995 and 2001 National Health Surveys (NHSs) and the 2002 National Aboriginal and Torres Strait Islander Social Survey (NATSISS). Some data are presented at the state and territory level, and for remote and non-remote areas at a national level. For more detail on issues of comparability between these surveys, see the [Explanatory Notes of the 2004-05 NATSIHS](#) (ABS cat. no. 4715.0).

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NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER SOCIAL SURVEY

CONTACT

National Centre for Aboriginal and Torres Strait Islander Statistics
Australian Bureau of Statistics, Canberra
Telephone NCATSIS (02) 6252 7222

DESCRIPTION

This survey provides information about the Aboriginal and Torres Strait Islander population of Australia on a range of areas of social concern including family and culture, health, education, work, income and housing, law and justice and transport. The survey was most recently conducted in 2008, with results expected to be available in October 2009. In response to emerging information needs, the objectives of the 2008 NATSISS were expanded to improve the availability of data about Indigenous children.

Scope

The survey includes Indigenous persons aged 15 years or over who were usual residents of private dwellings in non-remote and remote areas of all states and territories of Australia. In the 2008 survey, the sample was expanded to include children aged 0-15 years.

Reference Period

The reference period of the 2008 survey is August 2008 - March 2009.

Frequency of Collection

Six yearly. The survey was most recently conducted in 2008 to 2009.

Method of Collection

The NATSISS was collected by personal interview, using computer Assisted Interviewing (CAI). CAI involves the use of a computer by a trained ABS interviewer to collect, store and transmit data relating to interviews conducted between interviewers and respondents.

DISSEMINATION

Release schedule

The 2002 NATSISS was released in June 2004. Preliminary results of the 2008 NATSISS, focusing on Indigenous children, are expected to be released in August 2009, with main results expected to be released in October 2009.

Publications

[National Aboriginal and Torres Strait Islander Social Survey](#), 2002 (ABS cat. no. 4714.0)

[National Aboriginal and Torres Strait Islander Social Survey](#), 2002 (ABS cat. no. 4714.0.55.001), an Excel file of related tables ("Data Cubes")

[National Aboriginal and Torres Strait Islander Social Survey: Data Reference Package](#), 2002 (ABS cat. no. 4714.0.55.002)

[National Aboriginal and Torres Strait Islander Social Survey: Expanded Confidentialised Unit Record File, Technical Paper](#), 2002 (ABS cat. no. 4720.0)

Geography

Data are available for Australia, and for each state and territory.

Data service

The data service from the NATSISS includes free Excel files, customised tables, and a microdata file. Excel files of tables (Data Cubes) are available for each state and territory from the 'Related Information' tab of the publication [National Aboriginal and Torres Strait Islander Social Survey](#), 2002 (ABS cat. no. 4714.0), as free downloads. Customised tables are available on request, as a charged service.

[National Aboriginal and Torres Strait Islander Social Survey: Expanded Confidentialised Unit Record File \(Addendum\)](#), 2002 (ABS cat. no. 4720.0.55.001)

DATA ITEMS

Child education

Current study

Type of assistance that would help completion of year 12

Main reason does not attend

School missed in previous week

Indigenous culture taught at school

Informal learning

Whether child participated in informal learning, with carer

Type of informal learning activities child participated in, with carer

Time main carer spent with child in informal learning

Adult education

Attainment

Highest year of school completed

Level of highest non-school qualification

Main field of highest non-school qualification

Level of highest educational attainment

Main field of highest educational attainment

Vocational training in the last 12 months

Type of vocational training in the last 12 months

Whether training was done as part of CDEP

Relevance of training to employment

Reasons for not doing work-related training

Current study

Educational participation

Full-time/part-time status

Type of educational institution

Education experience

Future intentions

Reason did not study

Historical Data

While some key data items in the 2008 NATSISS are the same as or similar to the 2002 NATSISS, there are important differences in sample design and coverage, survey methodology and content, definitions, and classifications, all of which may impact on comparability between the surveys. The first survey in the series, titled the National Aboriginal and Torres Strait Islander Survey, was conducted in 1994.

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NATIONAL REPORT TO PARLIAMENT ON INDIGENOUS EDUCATION AND TRAINING

CONTACT

The Director
Monitoring and Reporting team
Indigenous and Transitions Group
Department of Education, Employment and Workplace Relations
GPO Box 9880
Canberra City ACT 2601
Website www.deewr.gov.au

DESCRIPTION

The annual *National Report to Parliament on Indigenous Education and Training* is produced for the Minister for Education, Employment and Workplace Relations. It was first published in 2001. The report tracks outcomes for Indigenous education during a calendar year, and also tracks cumulative outcomes for the current funding quadrennium of the Indigenous Education Strategic Initiatives Programme (IESIP). The publication reports progress towards equality in outcomes for Indigenous Australians when compared with non-Indigenous Australians at all levels of education, from preschool to higher education.

The Report provides a policy context for Indigenous education. Within each of the preschool, school, VET and higher education sectors, data are presented for key areas including educational outcomes and enrolments, consistent with reporting against IESIP targets. The Report also provides a summary of activity in other national programmes and projects. Details of payments made under the Indigenous Education (Targeted Assistance) Act, 2000 and other payments are also described. The Report is available via the 'Indigenous education\publications' link on the DEEWR website.

The topics covered in the 2006 Report include:

- Apprenticeships and vocational education
- Boys education
- Curriculum issues
- Departmental reports, plans and budgets
- Early childhood education
- Education policy
- Equity and access
- Higher education statistics
- Language literacy and numeracy
- Non-government schools
- Parents and community
- Performance information (institutions)
- Research statistics
- Resourcing of education
- Rural, regional and remote
- Student participation and achievement
- Teachers and academic staff

DISSEMINATION

[The National Report to Parliament on Indigenous Education and Training](#) is an annual publication available for download from the DEEWR website. The 2006 report was published on 2 February 2008.

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OVERCOMING INDIGENOUS DISADVANTAGE: KEY INDICATORS

CONTACT

Secretariat

Steering Committee for the Review of Government Service Provision

Productivity Commission

Locked Bag 2, Collins Street East

Melbourne VIC 8003

Phone (03) 9653 2100

Email gsp@pc.gov.au

Website www.pc.gov.au/gsp

DESCRIPTION

The biennial report, *Overcoming Indigenous Disadvantage: Key Indicators*, is intended to inform Australian governments about whether policy programs and interventions are achieving positive outcomes for Indigenous people. It is prepared at the request of the Council of Australian Governments to help guide where further work is needed. The report describes Indigenous disadvantage against key indicators underpinned by a framework of priority outcomes, headline indicators and strategic areas for action.

Education headline indicators relate to:

- Years 10 and 12 retention and attainment
- Post secondary education participation and attainment

Strategic change indicators that relate to education include:

- Preschool and school attendance
- Literacy and numeracy at Years 3, 5, and 7 of schooling
- Retention to Year 9 of secondary schooling
- Inclusion of Indigenous cultural studies in school curricula
- Involvement of Indigenous people in development and delivery of Indigenous cultural studies
- The proportions of Indigenous and other young Australians 'at risk' of long-term disadvantage
- The proportions of Indigenous and other Australians with a Certificate III or higher non-school qualification

DISSEMINATION

[Overcoming Indigenous Disadvantage: Key Indicators](#) is published for the Steering Committee for the Review of Government Service Provision and is freely available for 2003, 2005 and 2007 on the Productivity Commission website. It is complementary to the Report on Government Services, and the Report on Government Services - Indigenous Compendium, which are both annual publications. The report is accompanied by detailed Attachment tables, available only on the Productivity Commission website, at <http://www.pc.gov.au/gsp>.

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REPORT ON GOVERNMENT SERVICES: INDIGENOUS COMPENDIUM

CONTACT

Secretariat

Steering Committee for the Review of Government Service Provision

Productivity Commission

Locked Bag 2, Collins Street East

Melbourne VIC 8003

Phone (03) 9653 2100 Freecall 1800 020083

Email gsp@pc.gov.au

Website www.pc.gov.au/gsp

DESCRIPTION

The annual *Report on Government Services (ROGS)* is produced by the Steering Committee for the Review of Government Service Provision. It details an agreed set of performance indicators and data for these indicators, for each jurisdiction (where possible). These indicators assist governments to assess the performance of the services provided in their jurisdiction.

The ROGS draws statistical data together to provide information, through key indicators, on the performance

of specified government agencies and programs in delivering services to the Australian people. The report is used for strategic budget and policy planning and evaluation.

The six broad service areas covered by the ROGS are:

- Early childhood, education and training
- Justice;
- Emergency Management;
- Health;
- Community Services; and
- Housing.

The Education section contains a substantial Preface, plus a chapter each for children's services, school education, and for vocational education and training. Besides the chapter content and supporting tables, further education data are provided in the Statistical Appendix to the ROGS.

DISSEMINATION

The [Report on Government Services: Indigenous Compendium](#) complements the main annual publication, which is also published for the Steering Committee for the Review of Government Service Provision. The Indigenous Compendium uses the same structure as the ROGS, and presents the same indicators, where Indigenous data exist for those indicators.

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ANNUAL NATIONAL REPORT OF THE AUSTRALIAN VOCATIONAL AND TECHNICAL EDUCATION SYSTEM

CONTACT

Director, VET Strategy and Performance
Department of Education, Employment and Workplace Relations
Location 702
GPO Box 9880 Canberra, ACT 2600
Telephone (02) 6240 9244
Email publications@deewr.gov.au
Website <http://www.deewr.gov.au/>

DESCRIPTION

The Annual National Report of the Australian Vocational and Technical Education System outlines the performance of the publicly funded VET sector, providing detailed information on Commonwealth, state and territory operation of the national system, its achievements, challenges and the outcomes achieved for the system's clients. Outcomes are reported against the framework of six agreed Key Performance Measures, and nine agreed national priorities. The Report is divided into four sections, of which three sections outline the context, performance, and priorities of the system; and the fourth section contains statistical appendices.

This report is compiled for the Minister by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR). It utilises data mainly from the National Centre for Vocational Education Research (NCVER), plus information provided by the state and territory training authorities, and ABS data from population surveys and the Australian System of National Accounts. Data is available for Australia; and state and territory tables are released with the main Report.

DISSEMINATION

The following publications are available on the DEEWR website:

Annual National Report of the Australian Vocational and Technical Education System, DEST, Canberra is normally released in the fourth quarter of the year following the reference year. It is available electronically from the DEEWR website, <http://www.deewr.gov.au/>. The printed Report is accompanied by a CD-ROM of state and territory tables (Appendix B)

Corrigendum to the 2004 Annual National Report of the Australian Vocational and Technical Education System, DEST, Canberra

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AUSTRALIAN LABOUR MARKET STATISTICS

CONTACT

Labour Market Statistics Section
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 7206

DESCRIPTION

The publication *Australian Labour Market Statistics* (ABS cat. no. 6105.0) draws together labour data from a range of sources, mostly ABS household and business surveys, to raise awareness of the data available and provide an overall picture of the labour market. It is also used to announce any changes to labour series or releases, and to publish articles on the labour market, both analytical and technical.

The publication contains tables for core data items, presenting the most recent data available at a particular date (rather than relating to a particular reference period). In addition to data from the Labour Force Survey (LFS), *Australian Labour Market Statistics* contains statistics from a range of other ABS labour surveys including Average Weekly Earnings, the Labour Price Index, Employment and Earnings - Public Sector, and Industrial Disputes. The publication also includes international data for selected labour indicators and summary data from recently released labour force supplementary surveys, including educational attendance.

The publication was first issued in April 2003, replacing *Labour Force, Australia* (ABS cat. no. 6203.0).

DISSEMINATION

[Australian Labour Market Statistics](#) (ABS cat. no. 6105.0) is released quarterly, in the first month of each quarter (January, April, July, and October). Spreadsheets and data cubes are freely available from the 'Downloads' tab of the publication. The spreadsheets contain annual measures on the types of employment in Australia and of labour underutilisation as well as experimental volume measures of labour underutilisation. In addition, an annual publication, [Labour Statistics in Brief, Australia](#) (ABS cat. no. 6104.0) is released each May.

Information Papers and metadata releases associated with the LFS are listed in the Labour Force Survey entry of this Directory. The ABS [Labour Statistics theme page](#) provides a portal to all labour statistics and related information on the ABS website.

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AUSTRALIAN SOCIAL TRENDS

CONTACT

Social and Progress Reporting Section
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 7187

DESCRIPTION

Australian Social Trends (AST) is a quarterly ABS publication that presents information on contemporary social issues and areas of public policy concern. By drawing on a wide range of ABS and non-ABS statistics it describes aspects of Australian society and how these are changing over time. The publication comprises articles within chapters on the following major areas of social concern: population, family and community, health, education and training, work, economic resources, housing, other areas of social concern (e.g. the environment), and international comparisons.

National and state summary tables provide time series data for an extensive range of indicators within each area of social concern. International summary tables present key indicators in the areas of population, health, education and work. Each edition provides a cumulative topic list of all articles since *Australian Social Trends* was first published in 1994. Recent education and training articles include: 'Qualification Profile of Australians',

'Training for a Trade', 'Adult Literacy', 'Adult Learning', and 'Education Across Australia'.

While most of the articles in *Australian Social Trends* present a national picture, some include state/territory information. A ten-year time series of indicators on various topics, including education and training, is available on the ABS web site. These indicators are produced at both the national and the state/territory level. The education indicators include a range of data on participation in education and outcomes.

DISSEMINATION

From 2009, *Australian Social Trends* is produced quarterly (in March, June, September and December each year). An annual publication will also be produced each September, which draws together the previous four quarters' articles. A cumulative list of articles is available with each issue.

[Australian Social Trends](#) (ABS cat. no. 4102.0)

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DEMAND AND SUPPLY OF PRIMARY AND SECONDARY SCHOOL TEACHERS IN AUSTRALIA

Note that this series of reports has ceased.

CONTACT

The Secretary

Ministerial Council on Education, Employment, Training and Youth Affairs

PO Box 202, Carlton South, VIC 3053

Telephone (03) 9639 0588

Facsimile (03) 9639 1790

Email mceetya@curriculum.edu.au

Website www.mceetya.edu.au

DESCRIPTION

In 1997, the Conference of Education Systems Chief Executive Officers recommended procedures be put in place to enable regular monitoring and reporting on the labour market for teachers. Subsequently, a series of reports on this issue were produced for the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). Reports about the demand for, and supply of teachers, have been published for 1998, 1999, 2001, 2003 and 2004.

The last in the series, 'Demand and Supply of Primary and Secondary School Teachers in Australia (2004)', was prepared by the Department of Employment, Science and Training in conjunction with the then MCEETYA Teacher Quality and Educational Leadership Taskforce (TQELT) - Teacher Supply and Demand Working Group. It investigated the main characteristics of the labour market for teachers. It provided a comprehensive overview of national teacher supply and demand issues for both the government and non-government sectors. It used international examples of labour markets and recruitment policies and analysed the long-term trends emerging in Australia's supply and demand issues of teachers and the likelihood of future teacher shortages.

DISSEMINATION

Demand and Supply of Primary and Secondary School Teachers in Australia (2004), DEST and related publications, are available via the 'Publications' link on the MCEETYA website www.mceetya.edu.au, under 'Teachers and Teaching'.

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EDUCATION AT A GLANCE: OECD INDICATORS

CONTACT

The Organisation for Economic Co-operation and Development (OECD)

2, rue André Pascal

F-75775 Paris Cedex 16

France

Website <http://www.oecd.org/home>

DESCRIPTION

The 2008 edition of *Education at a Glance* enables countries to see themselves in the light of other countries' performance. It provides a rich, comparable and up-to-date array of indicators on the performance of education systems. The indicators look at who participates in education, what is spent on it and how education systems operate and at the results achieved. The latter includes indicators on a wide range of outcomes, from comparisons of student performance in key subject areas to the impact of education on earnings and on adults' chances of employment. Many indicators include data for Australia, from ABS and other data sources.

New material included in the 2008 edition includes data on entry to tertiary qualifications by field of study; socio-economic background and the role of parents in tertiary educational participation; the science skills of 15

year olds; efficiency of resource use; and the impact of assessment and evaluation in education.

The framework for the OECD's indicators of Education System includes the following indicators:

The output of educational institutions and the impact of learning

A1 Educational attainment of the adult population

A2 Current upper secondary graduation rates

A3 Current tertiary graduation rates

A4 Current tertiary survival rates

A5 What 15 year olds can do in science

A6 Socio-economic background of 15 year olds and the role of their parents

A7 Socio-economic status and participation in higher education

A8 Labour force participation by level of educational attainment

A9 The returns to education: education and earnings

A10 The incentives to invest in education

Financial and human resources invested in education

B1 Educational expenditure per student

B2 Expenditure on educational institutions relative to gross domestic product

B3 Public and private investment in educational institutions

B4 Total public expenditure on education

B5 Tuition fees charged by tertiary institutions and support for students and households through public subsidies

B6 Expenditure in education on specific services and resources

B7 Efficiency of expenditure in education

Access to education, participation and progression

C1 Prevalence of vocational programmes in education

C2 Participation in primary, secondary and tertiary education

C3 Student mobility and foreign students in education

C4 Education and work status of the youth population

C5 Participation in adult learning

The learning environment and organisation of schools

D1 Total intended instruction time for students in primary and secondary education

D2 Class size and ratio of students to teaching staff

D3 Teachers' salaries

D4 Teaching time and teachers' working time

D5 Impacts of evaluation and assessment within education systems

D6 Decision makers in education systems

D7 Who are the teachers?

DISSEMINATION

The publication series is best accessed from the OECD website, <http://www.oecd.org/home/>

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EDUCATION AND TRAINING MATTERS

CONTACT

National Centre for Education and Training Statistics

Telephone (02) 6252 7798

Website <https://www.abs.gov.au/>

DESCRIPTION

Education and Training Matters is a biannual newsletter of the National Centre for Education and Training Statistics (NCETS). It aims to keep readers informed of developments in education and training statistics and of current projects being undertaken by NCETS. The newsletter carries information about the current projects and future work of the centre, as well as links to recent ABS data releases. Each newsletter also includes brief snapshots of data from selected ABS latest releases. This publication is only available electronically and is free of charge.

DISSEMINATION

[Education and Training Matters](#) (ABS cat. no. 4211.0) is released in June and December each year.

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HOW YOUNG PEOPLE ARE FARING

CONTACT

The Foundation for Young Australians

21-27 Somerset Place, Melbourne VIC 3001

Telephone (03) 9670 5436

Website <http://www.fya.org.au>

Education Foundation Website <http://www.educationfoundation.org.au>

Dusseldorp Skills Forum Website <http://www.dsf.org.au>

DESCRIPTION

The *How Young People Are Faring* (HYPAF) report series concentrates on transitions in the lives of young people (ages 15–24 years). The series was first published by the Dusseldorp Skills Forum (DSF) in 1999, but in 2008 was taken over by the Foundation for Young Australians (FYA) in alliance with the Education Foundation. HYPAF 2008 was researched and compiled for DSF by researchers in the Centre for Post-compulsory Education and Lifelong Learning at the University of Melbourne.

HYPAF has two major topics: less than full engagement in study and work; and the youth labour market. HYPAF considers the study and employment situations of three groups: teenagers aged 15–19 years, young

adults (aged 20–24 years), and those aged 15–24 years who had left school in the year prior to the reference year. HYPAF analyses labour force status, educational enrolment status (full-time, part-time, or not enrolled), and for school leavers - the highest year of school completed. It focusses particularly on those who are not 'fully engaged' in study or work. Full engagement includes being enrolled to study full-time, or employed full-time, or combining part-time study with part-time work.

HYPAF draws mainly upon ABS data; from the [Census of Population and Housing, Education and Work, Australia](#) and the [Labour Force Survey](#), as well as external data sources such as the National Centre for Vocational Education Research (NCVER), and the Organisation for Economic Co-operation and Development (OECD). Some indicators in HYPAF can be disaggregated by state, but the 'school leaver' population is too small to support further disaggregation.

DISSEMINATION

Previous releases of HYPAF were published annually on the DSF website (<http://www.dsf.org.au>) along with commentaries and other supporting material. From 2008, HYPAF publications will be available for download from the FYA website:

How Young People Are Faring 2008: Full Report. Foundation for Young Australians, Melbourne.

How Young People Are Faring 2008: At A Glance. Foundation for Young Australians, Melbourne.

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MEASURES OF AUSTRALIA'S PROGRESS

CONTACT

Social and Progress Reporting Section
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 7187

DESCRIPTION

The annual ABS publication [Measures of Australia's Progress](#) (MAP) provides a suite of indicators of Australia's state of being, under three broad domains; the economy, society and the environment. There are three 'headline dimensions' for individuals: health; education and training; and work. The headline indicator for education in MAP, is the proportion of people aged 25-64 years with a non-school qualification. Educational participation and level of highest non-school qualification, by sex and state, are also presented. This publication does not purport to measure every aspect of progress that is important. Nor does it consider all of the many different ways in which parts of Australia or groups of Australians are progressing. But it does provide a national summary of many of the most important areas of progress, presenting them in a way which can be quickly understood by all Australians.

The presentation of indicators in this publication, groups the dimensions of progress into four broad areas of

progress as follows:

- Individuals: health; education and training; work; culture and leisure
- The economy and economic resources: national income, economic hardship, national wealth, housing, productivity, competitiveness and openness, inflation
- The environment; the natural landscape, the air and atmosphere, oceans and estuaries
- Living together: family, community and social cohesion, crime, communication, transport, democracy, governance and citizenship.

DISSEMINATION

MAP has previously been published in April 2002 (then called *Measuring Australia's Progress*), April 2004, April 2005 (as a smaller web-based product) and most recently in 2006. Over this time, the publication has continued to evolve, largely in response to comment received.

The next edition of [Measures of Australia's Progress](#) (ABS cat. no. 1370.0) is expected to be available from the ABS website in September 2009.

[Measures of Australia's Progress: Summary Indicators](#) (ABS cat. no. 1383.0.055.001)

[Measures of Australia's Progress: At a Glance](#) (ABS cat. no. 1383.0.55.002)

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MEASURES OF A KNOWLEDGE-BASED ECONOMY AND SOCIETY

Note that this publication has been discontinued.

DESCRIPTION

The ABS publication *Measures of a Knowledge-based Economy and Society, Australia 2003* is a web-based publication which presented indicators for three of the five core dimensions described in the ABS discussion paper [Measuring a Knowledge-based Economy and Society - An Australian Framework, Aug 2002](#) (ABS cat. no. 1375.0). The three dimensions covered in this publication were 'innovation and entrepreneurship', 'human capital' and 'information and communications technology'. The compendium of statistics drew from a variety of information on knowledge-related activities. It presented indicators with a focus on national information and included time series data and selected international comparisons.

Education data were presented in seven of the indicators in the dimension of human capital, and also in a summary page containing an overview of all the human capital indicators. The areas covered in these indicators included:

- Graduate outcomes by qualification and labour force status
- Level of highest non-school qualification of employed persons by occupation
- Main field of highest non-school qualification by labour force status
- Participation in education by age group

- Time series data on proportion of persons with a non-school qualification
- Main field of current study by age
- Unmet demand for education by labour force characteristics.

DISSEMINATION

[Measures of a knowledge-based economy and society, Australia 2003](#) (ABS cat. no. 1377.0) is available on the ABS website.

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NATIONAL REPORT ON SCHOOLING IN AUSTRALIA

CONTACT

The Secretary

Ministerial Council on Education, Employment, Training and Youth Affairs

PO Box 202, Carlton South, Vic. 3053

Telephone (03) 9639 0588 (International: +61 3 9639 0588)

Facsimile (03) 9639 1790 (International: +61 3 9639 1790)

Email mceetya@curriculum.edu.au

Website <http://www.mceetya.edu.au>

DESCRIPTION

The annual *National Report on Schooling in Australia* (ANR) is published by the Ministerial Council on Employment, Education, Training and Youth Affairs (MCEETYA) through its Secretariat. The aim of the ANR is to detail the scope of schooling in Australia and describe the activities of the sector, monitor the effects and progress of policy initiatives, and detail the source, volume and direction of education finances.

The ANR is a compilation of data provided by state and federal education agencies, both through the finance and non-finance National Schools Statistics Collections, and from specialist work commissioned or delivered

by MCEETYA itself. Other sources include NCVER vocational education data, and ABS social surveys. The report is delivered to Australian parliaments to inform policy makers and the Australian public.

The ANR is divided into the following ten sections:

Ch. 1: The Context of Australian Schooling

Ch. 2: Resourcing Australia's Schools

Ch. 3: Measuring the Performance of Australian Schooling

Ch. 4: Attendance, Participation and Attainment

Ch. 5: National Assessment Program: Literacy and Numeracy

Ch. 6: Science, Civics and Citizenship and Information and Communication Technology

Ch. 7: International Assessments

Ch. 8: Indigenous Education

Ch. 9: Vocational Education

Ch. 10: Additional Statistics on Australian Schooling.

DISSEMINATION

Annual ANR publications from 2000 onwards are available online from the *National Report on Schooling in Australia* home page of the MCEETYA website. Note that MCEETYA publishes ANR reports on their website progressively. The intention is to publish the complete ANR by August or September of the year following the reference year. Data are available for Australia, the states and territories, and some sub-state characteristics for selected items, via the MCEETYA website.

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REPORT ON GOVERNMENT SERVICES

CONTACT

Steering Committee for the Review of Government Service Provision

Productivity Commission

Locked Bag 2 Collins Street East

Melbourne VIC 8003

Phone (03) 9653 2100

Freecall: 1800 020 083

Email gsp@pc.gov.au

Website <http://www.pc.gov.au/gsp>

DESCRIPTION

The annual *Report on Government Services (ROGS)* is produced by the Steering Committee for the Review of Government Service Provision. It details an agreed set of performance indicators and data for these indicators, for each jurisdiction (where possible). These indicators assist governments to assess the performance of the services provided in their jurisdiction.

The ROGS draws statistical data together to provide information, through key indicators, on the performance

of specified government agencies and programs in delivering services to the Australian people. The report is used for strategic budget and policy planning and evaluation and is broken down into various chapters across six broad service areas: 'Early Childhood, Education and Training', 'Justice', 'Emergency Management', 'Health', 'Community Services' and 'Housing'.

The Early Childhood, Education and Training section comprises three chapters: 'Children's Services', 'School Education' and 'Vocational Education and Training', also contains a substantial Preface with attachment tables. Besides the preface, chapter content and supporting tables, further education data are provided in the Statistical Appendix to the ROGS.

DISSEMINATION

The report, first published in December 1995, is published annually. A compendium of Indigenous data compiled from the report, has also published since 2003. These publications are available via the Productivity Commission website <http://www.pc.gov.au/>:

[Report on Government Services \(ROGS\)](#) available at the end of each January.

[Report on Government Services: Indigenous Compendium](#) available around April or May each year.

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YEAR BOOK AUSTRALIA

CONTACT (for the Education and Training chapter only)

National Centre for Education and Training Statistics
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 7798

DESCRIPTION

Year Book Australia is been an annual ABS publication. It presents a comprehensive and detailed statistical overview of various aspects of social and economic conditions of Australian society for almost every calendar year since 1908. This publication draws from selected ABS and non-ABS collections and sources, to report on a range of data about major areas of social and economic conditions such as Australia's geography and climate, government, international relations, defence, education and health and welfare support systems. Each edition includes a chapter on education and training, the 2008 edition comprising sections on:

- Government responsibilities in education and training
- Early childhood education
- Primary and secondary education
- Vocational Education and Training (VET)
- Higher education

- Adult and Community Education (ACE)
- Participation in education
- Educational attainment
- Financing education.

In addition, *Year Book Australia* contains a number of articles related to key themes. The latest articles related to education and training include 'Higher Education Loan Programme', 'Australian School-based Apprenticeships' and 'Overcoming Indigenous Disadvantage'.

DISSEMINATION

[Year Book Australia](#) (ABS cat. no. 1301.0). Publications are freely available on the ABS website, as far back as 1908 and was most recently released in 2008.

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[Information Paper: Improving Statistics on Children and Youth - An Information Development Plan, 2006](#)

[Information Paper: Measuring Learning in Australia: Concepts and Directions in Early Childhood Learning](#)

[Information Paper: Measuring Learning in Australia: Dictionary of Standards for Education and Training
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[Information Paper: Measuring Learning in Australia: Plan to Improve the Quality, Coverage and Use of
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AUSTRALIAN AND NEW ZEALAND STANDARD CLASSIFICATION OF OCCUPATIONS (ANZSCO)

CONTACT

Population Statistics Standards
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 7073

DESCRIPTION

The Australian and New Zealand Standard Classification of Occupations (ANZSCO) was developed jointly by the Australian Bureau of Statistics (ABS), Statistics New Zealand (Statistics NZ) and the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) for use in the collection, publication and analysis of occupation statistics.

ANZSCO replaces the Australian Standard Classification of Occupations (ASCO) Second Edition and the New Zealand Standard Classification of Occupations (NZSCO) 1999 used in Australia and New Zealand, respectively. ANZSCO is intended to provide an integrated framework for storing, organising and reporting occupation-related information in both statistical and client-oriented applications, such as matching job seekers to job vacancies and providing career information. The use of ANZSCO will result in improved comparability of occupation statistics produced by the two countries.

The structure of ANZSCO has five hierarchical levels - major group, sub-major group, minor group, unit group and occupation. The categories at the most detailed level of the classification are termed 'occupations'. These are grouped together to form 'unit groups', which in turn are grouped into 'minor groups'. Minor groups are aggregated to form 'sub-major groups' which in turn are aggregated at the highest level to form 'major groups'. These are the same hierarchical levels that were used in ASCO Second Edition and NZSCO 1999.

DISSEMINATION

[Australian and New Zealand Standard Classification of Occupations \(ANZSCO\), 2006](#) (ABS cat. no. 1220.0) was released on 11 September 2006 and provides details of: the conceptual basis of ANZSCO, the structure of the classification, definitions for all levels of the classification, and summary concordances with ASCO Second Edition and NZSCO 1999 classifications.

[Australian and New Zealand Standard Classification of Occupations \(ANZSCO\) Coder, 2007](#) (ABS cat. no. 1220.0.30.001)

Other Information

To facilitate international comparison of occupation statistics, a correspondence between ANZSCO and the International Standard Classification of Occupations (ISCO-88) has been developed. The International Labour Organization is currently updating ISCO-88, which is expected to be released around March 2009 (as 'ISCO-08'). A correspondence between ANZSCO and ISCO-08 will be provided following the release of ISCO-08.

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AUSTRALIAN STANDARD CLASSIFICATION OF EDUCATION (ASCED)

CONTACT

Population Statistics Standards
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 7626

DESCRIPTION

ASCED is a statistical classification for the storage, exchange and dissemination of statistical and administrative data on educational activity in Australia. It replaces a number of education classifications, including the ABS Classification of Qualifications (ABSCQ) used prior to 2001. ASCED is used in data collections conducted by the Department of Education, Employment and Workplace Relations (DEEWR), and the National Centre for Vocational Education Research (NCVER). ASCED is maintained and published by the ABS, and revised periodically to reflect changes in levels and fields of education offered by Australian educational institutions and registered training providers.

ASCED comprises two component classifications: Level of Education and Field of Education. In designing ASCED, the primary consideration was the need for a classification significantly broader in scope than the ABSCQ, and which catered for the requirements of all sectors of the Australian education system. The ABS

also designed ASCED to be as consistent as possible with the International Standard Classification of Education (ISCED), published in 1997 (and re-published in 2006) by the United Nations Educational Scientific and Cultural Organisation. ISCED facilitates comparisons of education statistics and indicators within and between countries.

DISSEMINATION

[Australian Standard Classification of Education \(ASCED\), 2001](#) (ABS cat. no. 1272.0) was released on 22 August 2001 and provides details of: the conceptual basis of ASCED, the structure of the classification, definitions for all categories of level and field, and concordances with other education classifications.

[Australian Standard Classification of Education \(ASCED\) and Coder, 2001](#) (ABS cat. no. 1272.0.30.001) was released on 22 August 2001 and includes a Windows-based coding facility on CD-ROM which enables users to code to Level and Field of Education in an accurate and consistent manner.

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AUSTRALIAN VOCATIONAL EDUCATION AND TRAINING MANAGEMENT INFORMATION STATISTICAL STANDARD (AVETMISS)

CONTACT

National Centre for Vocational Education Research (NCVER)

Telephone 1800 00 99 66

Email ncver@ncver.edu.au

Website <http://www.isay.edu.au>

DESCRIPTION

AVETMISS is a comprehensive, integrated suite of statistical standards for the collection and publication of VET information. The main suite, AVETMISS release 6.0, contains 38 variables. It is complemented by two separate but related suites: one for apprentices and trainee data; and one for financial reporting. The AVETMISS 'Standard for New Apprenticeships' (release 5.0) contains 50 variables. In contrast, 'AVETMISS: the Standard for VET Financial Data' (release 1.7) details the terminology, definitions, and reporting formats for the elements needed in financial statements. Besides maintaining and updating the AVETMISS standards, NCVER develops and maintains data validation software for the submission of data to the AVETMISS specifications. NCVER also provides consultancy and support services for AVETMISS users. The AVETMISS suite is maintained and published by NCVER, and is updated on a 3 to 4 year cycle.

DISSEMINATION

AVETMISS Apprenticeships and Traineeships Collection Specifications. NCVER, Adelaide. (3 March 2008)

AVETMISS Data Element Definitions: Edition 2. NCVER, Adelaide. (3 March 2008)

AVETMISS: The Standard for VET Financial Data -- Release 1.7 updated. NCVER, Adelaide. (16 January 2008)

AVETMISS VET Provider Collection Specifications: Release 6.0. NCVER, Adelaide. (5 May 2006)

The AVETMISS standards publications are available as free downloads from the NCVER website <http://www.ncver.edu.au>, under 'Statistical Standards'. Further information about the validation software, and access to AVETMISS support, are also there.

Other Information

AVETMISS validation software: Version 6.0. NCVER, Adelaide. (24 August 2008)

AVETMISS validation software: Version 6.0 - User guide NCVER, Adelaide. (25 August 2008)

AVETMISS validation software: Version 6.0 - Patch version 6.11. NCVER, Adelaide. (1 October 2008)

AVETMISS validation software is a data file validation and reporting system designed for training organisations providing AVETMISS compliant data to NCVER (but is not designed for financial data). Validation ensures that the data being provided to the national database complies with the AVETMISS and ensures comparability within the National collection. The validation software generates errors and warnings resulting from potential data inconsistencies in the files.

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CENSUS DICTIONARY

CONTACT

Client Services

Australian Bureau of Statistics

Telephone 1300 135 070

Overseas clients please call 61 2 9268 4909

Email client.services@abs.gov.au

DESCRIPTION

The ABS *Census Dictionary* is aimed at all users of 2006 Census data to assist in determining and specifying output requirements and to develop a better understanding of the conceptual issues underlying the data. It is a comprehensive reference guide to the 2006 Census of Population and Housing. It contains information about the 2006 Census classifications, which are the standard output variables for which data can be produced. The Dictionary also describes the new topics introduced in the 2006 Census and summarises classification changes that have occurred since the 2001 Census.

Alongside the classifications is a comprehensive Glossary, which contains definitions of Census terms, and explanations of the concepts relevant to Census collection, data processing and data output, including

geographic concepts. New for 2006 is a section about managing Census data quality. The 2011 Census content is not expected to change from the 2006 content, due to budget restrictions, however there may be further revisions to geographic concepts underlying collection and classification.

DISSEMINATION

[Census Dictionary, 2006](#) (ABS cat. no. 2901.0) was last reissued on 31 July 2007 and is available as a hard copy publication, electronically on the [Census Guide CD](#), and freely from the ABS web site <https://www.abs.gov.au/census> in both PDF and HTML formats.

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EDUCATION VARIABLES

CONTACT

Population Statistics Standards Section
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 7805

DESCRIPTION

ABS *Education Variables* are used to determine the general level of educational achievement of the Australian population and of specific groups in Australian society; to investigate the relationship between levels of education and employment outcomes, income and other socio-economic variables; and as proxy measures of socio-economic status. Some variables identify the fields or areas of educational achievement of the Australian population, and the currency of those achievements.

The publication 'Education Variables, 2002' gives the complete formal descriptions and specifications of the six principal education variables recognised by the ABS. The six Variables are:

- Highest Year of School Completed;
- Level of Highest Non-School Qualification;
- Main Field of Highest Non-School Qualification;

- Year Non-School Qualification Completed;
- Level of Highest Educational Attainment; and
- Main Field of Highest Educational Attainment.

DISSEMINATION

[Education Variables, 2002](#) (ABS cat.no. 1246.0) was released on 11 December 2002 and is available electronically from the ABS web site.

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INFORMATION PAPER: IMPROVING STATISTICS ON CHILDREN AND YOUTH - AN INFORMATION DEVELOPMENT PLAN

CONTACT

National Centre for Education and Training Statistics
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 7798

DESCRIPTION

The ABS *Information Paper: Improving Statistics on Children and Youth - An Information Development Plan* presents a picture of the field of children and youth statistics in terms of the stakeholders and relevant government policies and initiatives. The Plan covers agreed priorities and directions for data development; a description of the data development actions either proposed or underway to address the agreed priorities; and an overview of the current data supply available to inform research and policy development.

The Plan should also serve as a guide to producers of statistical information as to how they may generate improvements to their own data holdings and thereby ensure their outputs have relevance and increased usability to the wider user group in the field of children and youth statistics. Information provided by key stakeholders in the children and youth field has been used to identify the priority areas for data development.

This development work is necessary to ensure that statistical information supply is updated and improved and therefore better placed to inform the policy and research issues facing governments and practitioners in the field. Appendix 1 lists the stakeholders involved in the development of the Plan. Appendix 2 presents the data development needs, as identified during the consultation. Appendix 3 presents the available information for the field.

DISSEMINATION

[Information Paper: Improving Statistics on Children and Youth - An Information Development Plan](#) (ABS cat. no. 4907.0) was released 8 December 2006 and is available electronically from the ABS web site.

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INFORMATION PAPER: MEASURING LEARNING IN AUSTRALIA: CONCEPTS AND DIRECTIONS IN EARLY CHILDHOOD LEARNING

CONTACT

National Centre for Education and Training Statistics
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 7798

DESCRIPTION

The ABS Information Paper *Concepts and Directions in Early Childhood Learning* outlines a project to develop quality statistics in early childhood learning, focussing on children aged 0 to 8 years (which can be further divided into age cohorts of 0-2, 3-5 and 6-8 years); the educational and developmental services available for these children; and the providers of these services. The paper proposes a suite of ideal early childhood learning measures and data development activities which would be needed in order to provide relevant and quality data for comparable analysis across states and territories. Descriptions and evaluations of currently reported indicators and data collections are included as well as examples of data. The paper provides an opportunity for input and further discussion among researchers and the community.

The paper has five chapters: Introduction, Early childhood research, Information needs, Current indicators,

and Proposed measures. Chapter 4, *Current indicators*, assesses 25 existing measures against a consistent set of criteria. Chapter 5, *Proposed measures*, groups a suite of 32 possible measures under the elements of the Framework for Education and Training Statistics (cat. no. 4213.0), and identifies the main source for each measure. Information needs on early childhood learning were organised under the eight elements of the Framework: Participants, Non-participants, Providers, Resources, Activities, Outputs and Outcomes, and Context.

The goal, 'improve early childhood education information', was an agreed priority in the 2004 [Information Development Plan](#) (IDP) for education and training statistics. Noting that 'The early childhood area of statistics is not well served', the IDP identified three major sets of data deficiencies: gaps in available data; inconsistent use of standards and definitions; and lack of national agreement on early childhood indicators. However, the [2005 IDP review](#) noted significant progress towards meeting some early childhood education information needs.

Demographic characteristics

Age

Date of birth

Sex

Cultural and language characteristics

Main language spoken at home

Main language other than English spoken at home

First language spoken

Languages spoken at home

Proficiency in spoken English

Indigenous status

Country of birth of person

Year of arrival in Australia

Education characteristics

Highest Year of school completed

Level of highest non-school completion

Year non-school qualification completed

Main field of highest non-school qualification

Level of highest educational attainment

Main field of highest educational attainment

Geographic characteristics

Location address

Postal address

DISSEMINATION

[Information Paper: Measuring Learning in Australia: Concepts and Directions in Early Childhood Learning](#)

(ABS cat. no. 4232.0) was released 20 December 2007 and is available electronically from the ABS web site.

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INFORMATION PAPER: MEASURING LEARNING IN AUSTRALIA: DICTIONARY OF STANDARDS FOR EDUCATION AND TRAINING STATISTICS

CONTACT

National Centre for Education and Training Statistics
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 7798

DESCRIPTION

This ABS information paper is a reference document which defines 19 selected data elements that are commonly used to collect information about respondents' geographic, demographic, educational, cultural and language characteristics within education and training statistical collections. The paper also provides guidance about using these standard measures in a consistent, harmonious and useful manner. The Dictionary, generally referred to as 'DSETS', provides definitions, classifications and standards for each of the 19 elements.

It is intended that DSETS be used by government, academic and private sector organisations in all relevant data collection activities, as this will improve the compatibility and comparability of education and training data derived from different sources. DSETS was a joint initiative of: the Department of Education, Science and

Training (now DEEWR), the former Australian National Training Authority (which in 2005 had its responsibilities transferred to what is now DEEWR), all State and Territory education and training departments, and the ABS. It was developed by the National Centre for Education and Training Statistics (within the ABS).

The data elements included in DSETS were chosen by the ABS and other agencies involved in the project because they provide a range of information that is pertinent to the measurement of education and training in Australia. The data elements are being increasingly used in the statistical and administrative collections of the ABS and other organisations, standardising the way agencies collect and disseminate statistics relating to education and training. These data elements are:

Demographic characteristics

Age

Date of birth

Sex

Cultural and language characteristics

Main language spoken at home

Main language other than English spoken at home

First language spoken

Languages spoken at home

Proficiency in spoken English

Indigenous status

Country of birth of person

Year of arrival in Australia

Education characteristics

Highest Year of school completed

Level of highest non-school completion

Year non-school qualification completed

Main field of highest non-school qualification

Level of highest educational attainment

Main field of highest educational attainment

Geographic characteristics

Location address

Postal address

DISSEMINATION

[Information Paper: Measuring Learning in Australia: Dictionary of Standards for Education and Training Statistics](#) (ABS cat. no. 4232.0.55.001) was released 20 October 2004 and is available electronically from the ABS web site.

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INFORMATION PAPER: MEASURING LEARNING IN AUSTRALIA: A FRAMEWORK FOR EDUCATION AND TRAINING STATISTICS

CONTACT

National Centre for Education and Training Statistics
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 7798

DESCRIPTION

The framework is presented in an ABS information paper, as a suggested way of thinking about 'learning' (education and training) statistics. The Framework was a joint initiative of: the former Department of Education, Science and Training (now DEEWR), the former Australian National Training Authority (which in 2005 had its responsibilities transferred to what is now DEEWR), all State and Territory education and training departments, and the ABS. It was developed by the National Centre for Education and Training Statistics, within the ABS. The Framework is available to agencies to guide their data collection work and their analysis of data. Accordingly, agencies are strongly encouraged to use the Framework to assist informed decision-making, as it provides a model which identifies various elements, has a multi-level structure; and reflects both activity and industry perspectives.

The seven key elements about which information is required are:

- **Context:** representing the wider environment within which decisions are made about learning activities. This element incorporates the key dimensions of time and geography;
- **Participants:** those who are undertaking learning activities;
- **Non-participants:** those who are not undertaking learning activities;
- **Providers:** organisations, and in some cases individuals, which deliver learning activities;
- **Resources:** the financial, human and physical resources which may be necessary for learning to occur;
- **Activities:** learning activities, activities of educational institutions, as well as the activities of non-participants; and
- **Outputs and outcomes:** the results and/or effects of learning activities.

In order to provide a comprehensive statistical picture, a three-level information structure may be overlaid on the Framework model:

- **Individual:** this level is concerned with information about people, because individual learning pathways are a key aspect of the framework. The main statistical unit for this level is the person, but others include households and families;
- **Organisational:** this level is concerned with information about organisations, including educational institutions and employers. One of the main statistical units for this level is the enterprise; and
- **Systemic:** this level represents the broadest perspective of the framework, and is concerned with strategic measures which have national significance. The main statistical units for this level are governments (State/Territory and Commonwealth), and other aggregates agreed to be nationally relevant.

DISSEMINATION

[Information Paper: Measuring Learning in Australia - A Framework for Education and Training Statistics, 2003](#) (ABS cat. no. 4213.0) was released on 29 January 2003 and is available electronically from the ABS web site.

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INFORMATION PAPER: MEASURING LEARNING IN AUSTRALIA: PLAN TO IMPROVE THE QUALITY, COVERAGE AND USE OF EDUCATION AND TRAINING STATISTICS

CONTACT

National Centre for Education and Training Statistics
Australian Bureau of Statistics, Canberra
Telephone (02) 6252 7198

DESCRIPTION

The national Information Development Plan for education and training statistics, is a comprehensive statement of agreed priorities and action for the development of education and training information in Australia, over the three year period 2005-2007. Published by the ABS, it represents a collaborative approach of key stakeholders to improving national education and training information within the national statistical service.

The Plan:

- maps the sources of information and work planned or underway between 2005-2007 to improve data for education and training across Australia
- identifies key issues and areas for consideration and presents agreed directions for improving the relevance, coverage, comparability and quality of statistics

- identifies responsibilities for progressing individual strands of work, and for monitoring overall progress.

The Plan identifies the priorities for information development; some cross-sectoral, some sector-specific or collection-specific. Within the Plan these priorities are further divided into three categories (under control, some development needed and significant work needed). The agreed priorities were:

Cross-sectoral

Further develop education and training economic statistics

Improve statistics about Indigenous people's education and training

Improve the alignment of full-time equivalent student measures across sectors

Increase the use of statistical standards

Increase the analysis of data

Sector-specific

Improve early childhood education information

Complete implementation and maintain schools sector Key Performance Measures

Improve information regarding characteristics of the schools sector teaching workforce, both public and private

Review and rationalise schools sector reporting and dissemination of data

Improve information on:

- participation and attainment of 15-24 year olds in education and training
- lifelong learning
- selected vocational education and training topics
- selected higher education topics

Maintaining and further developing key data sources

Maintain and further improve the quality (where needed) of key sectoral collections

Continue the Programme for International Student Assessment (PISA)

Continue the Trends in International Mathematics and Science Study (TIMSS)

Maintain the Longitudinal Survey of Australian Youth

Implement Growing Up in Australia (survey)

Ensure a suite of ABS statistical collections which provides information about education and training and reflects contemporary policy requirements

DISSEMINATION

[Information Paper: Measuring Learning in Australia - Plan to Improve the Quality, Coverage and Use of Education and Training Statistics, 2004](#) (ABS cat. no. 4231.0) was released on 17 September 2004 and is available electronically from the ABS web site.

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